DOCUMENT RESUME

ED 116 647 IR 002 887

AUTHOR	Fleming, Lois D., Comp.
TITLE	Proceedings of the Conference "Adult Basic Education and Public Library Service", June 5-6, 1974, Miami Springs, Florida.
INSTITUTION	Florida State Library, Tallahassee.
SPONS AGENCY	Florida Dept. of State, Tallahassee. Div. of Library Services.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE	74
NOTE	165p.
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	*Adult Basic Education; *Conference Reports; Interagency Cooperation; Library Cooperation; *Library Extension; *Library Role; Library Services; Outreach Programs; *Public Libraries; Rural Areas; Tables (Data)
IDENTIFIERS	Florida

ABSTRACT

The State Library of Florida sponsored a conference in 1974 to provide an interchange of ideas between public libraries and specialists in adult basic education (ABE). Nine papers were given covering existing ABE programs, the role of libraries in ABE, how to find and evaluate materials, and methods of interagency cooperation. Nine appendixes include a bibliography of bibliographies, a 72-item bibliography of books from the State Library of Florida concerned with adult education and literacy, a listing of over 200 ABE materials, information from the Appalachian Adult Education Center, and a list of library programs in ABE. (DS)

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ED116647

PROCEEDINGS OF THE CONFERENCE

"ADULT BASIC EDUCATION AND PUBLIC LIBRARY SERVICE"

June 5-6, 1974

Miami Springs, Florida

Compiled by

Lois D. Fleming, Public Library Consultant
State Library of Florida

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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of Education

IR 002 887

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State Library of Florida
Tallahassee

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INTRODUCTION

Former U. S. Secretary of State Dean Acheson said, in his Grapes from Thorns, published in 1972,

> *"Reading has been as much a part of living as thinking, as necessary as breathing... To stop reading would be a sort of partial death - the death of all of me which extends beyond what I can see, hear, taste, or touch, pretty much the whole life of the mind... Reading is living."*

To those of us who read, a time when we did not read is difficult to remember, and the process of learning to read, with its falterings and frustrations, is also a part of the forgotten past. To the adults of today, working to survive in our reading-oriented society, the inability to read is a frightening and self-diminishing handicap, limiting a human talent to a less-than-human struggle for existence.

According to educational statistics, illiteracy is on the rise. Obviously, other segments of the educational community must become involved in the battle to stem the increasing tide of adults who are living a "partial death." Public libraries are "naturals" to be enlisted in active participation in the effort.

Currently, it is estimated there are over 400,000 functionally illiterate adults in Florida's population. The public library, with its multimedia resources, is the community agency most able to assist the adult educator by supplementing ABE programs, or, where no organized ABE program exists, is the agency capable of acting as a catalyst in developing programs.

The State Library of Florida, as part of its leadership responsibility to public libraries in Florida, felt it of priority importance to develop an informational conference to assist public libraries in assuming their role in the adult basic educational effort. The startling realization that communication between those involved in community adult education and librarians on the local level was practically nonexistent prompted the Adult Services Consultant to contact Mrs. Jeanne Brock of the Adult Education Section of the Florida Department of Education for assistance in planning a joint conference to provide an informational arena wherein both ABE people and librarians could learn more of what the other was doing, and could explore methods of cooperation that they could mutually implement when they returned to their communities.

A planning committee of adult basic education supervisors and librarians was developed, and the following objectives were established for the conference:

1. To promote and expand the development of communication between librarians and adult basic education specialists as to how each can assist the other.

2. To provide information about ABE materials.

3. To provide information about current successful Library-ABE programs.

4. To involve the participants in an actual community planning experience, the format of which can be used in the individual communities to create a coordinated total community adult education effort.

As part of the conference, discussion groups were utilized with minimal structuring, in the hopes that a spontaneous dialogue would result when librarians and adult basic educators were put in conversational proximity. These groups were divided by the geographical districts used by the Adult Education Section, thereby putting the local county ABE person with the local county librarian. Discussion leaders were selected before the conference, and at a meeting held the evening prior to the opening general session, were given the following questions to be used, if necessary, to "spark" the group's participation:

1. What are you doing in your individual programs?

2. What can we do to help each other?

3. What are your plans for the future?

One of the important parts of the conference was the actual participation involvement in a simulated community planning session for the development of an local interagency adult education program. This simulation was held as the final segment of the conference, and was directed by Mrs. Ann Hayes Drennan of the Appalachian Adult Education Center, Morehead, Kentucky and the project directors from the four initial Appalachian ABE-Library Project locations, all of whom have been involved in leading such planning sessions in their local communities and who had served as trainers for projects later developed. The conference participants were divided into four groups, dependent upon whether their own local communities were rural or urban. Two separate sets of Preplanning Information were included in the packets of materials distributed at the time of registration. One set had been developed for a rural community; one for an urban community.

Each contained information on the community itself: population characteristics, geographic particulars, educational offerings, etc., statistics on the local library, and a checklist of library services for disadvantaged adults. Participants were reminded several times during the first day's meetings to become familiar with the Preplanning Information.

During the simulation session, each member of the group was given a role to play: i.e., labor leader, president of the Women's Club, head of adult education, minister, housewife, president of the Rotary Club, etc. Participants became aware of the cooperation and/or constraints that often are a part of any cooperative educational planning effort in any community, and of the techniques that could be used to blend a disparate group into a unified working entity.

Project directors assisting Mrs. Drennan as leaders of the groups were:

Mrs. Ann Gwin, Birmingham, Alabama
Ms. Phyllis McVicar, Huntington, West Virginia
Mr. Roland Jones, Prestonsburg, Kentucky
Ms. Eunice McMillan, Columbia, South Carolina

Exhibits of adult basic educational materials, hardware and software, were a part of the conference. Also displayed were ABE materials used in the Jacksonville Public Library's LOOP Program, and the publications developed by the Appalachian Adult Education Center as part of their nationally known ABE-Library Service Project. The following exhibitors provided materials for examination:

1. Cambridge Book Company
   488 Madison Avenue
   New York, New York 10022
   (212) 593-8078
   Representative: Ron Thomas

2. Cook Consultants
   P. O. Box 22857
   2510 S. W. 3rd Avenue
   Fort Lauderdale, FL 33315
   1-800-432-8233,
   (305) 525-3355
   Representative: Ray Franklin

3. Demco
   Route 4, Box 478
   Dunnellon, FL 32630
   Representative: Jim McIntyre

4. Educational Services, Inc.
   P. O. Box 15262
   Orlando, FL 32808
   (305) 295-7565
   Representative: George Broschart

5. Follett Publishing Company
   680 Forrest Road, N. E.
   Atlanta, Georgia 30312
   (404) 577-3670
   Representative: Marilyn Duncan

6. Grolier Educational Corporation
   2313 Falkner Road
   Orlando, FL 32810
   Representative: Tom Conlon

7. Interstate School Supplies
P. O. Box 1946
Ocala, FL 32670
(904) 732-2349
Representative: Garey Braker

8. Steck-Vaughn Company
1804 Lake Eustis Drive
Eustis, FL 32726
(904) 357-7490
Representative: William Combs

Tours to the Dade County Basic Education Center, and to the Miami-Dade Model City Library were also provided during periods when conferenc participants were not otherwise occupied.

What follows are the speeches given during the two-day conference, and in the appendices, the materials that were included in the information packet given to each conference participant at the time of registration, and the results of the conference evaluation, one done at the end of the conference and the other done six months after. It is hoped that, in publishing these proceedings, others will benefit, as much as conference participants did, from the excellent information given by the knowledgeable resource people that formed the nucleus of the conference.

Others providing leadership assistance for the program were:

Cecil P. Beach, Director, Division of Library Services, State Library of Florida, Department of State, Tallahassee
Ed Sintz, Director, Miami-Dade Library System, Miami
Don Williams, Director, ABE Programs, Dade County, Miami
James Fling, Administrator, Adult Education Section, Department of Education, Tallahassee

WORKSHOP COMMITTEE

Co-Chairpersons:

Mrs. Jeanne Brock, Consultant for Community Services Education, Adult Education Section, Department of Education, Tallahassee
Mrs. Lois D. Fleming, Public Library Consultant, Adult Services, State Library of Florida, Tallahassee

PLANNING COMMITTEE

Mr. Tom Scott, Director, Central Florida Regional Library, Ocala
Mr. Sam Morrison, Assistant Librarian, Broward County Library, Fort Lauderdale
Mr. Charles Lamb, Program Evaluator, Adult Basic Education, Department of Education, Adult Education Section
Mr. Ed Sintz, Director, Miami-Dade Public Library, Miami
Ms. Lorraine Schaeffer, Public Library Consultant-Program Specialist, State Library of Florida, Tallahassee
Mr. Ezekiel Bryant, Director, Adult Basic Education, Florida Junior College, Jacksonville
Mr. Don Williams, Director, Adult Basic Education, Dade County Miami

Mrs. Brock and I wish to thank each and every one who assisted in the planning for and implementation of this conference. This record of the proceedings would not be complete without a special thanks to Mrs. Edith Paschall, Administrative Secretary, State Library of Florida who supervised the "behind the scenes" necessities that helped make the conference a success.

As a followup to this statewide conference, a series of regional ABE-Library Services workshops are in the planning stages for later this year. The State Library hopes that through these regional workshops, ABE teachers actively involved in the work of ABE, and community librarians will continue the dialogue begun in Miami.

Lois D. Fleming
Public Library Consultant
for Adult Services
State Library of Florida
Tallahassee, Florida

August, 1975

LDF/rr

Conference Program

ADULT BASIC EDUCATION AND PUBLIC LIBRARY SERVICE

June 5-6, 1974

Miami Springs Villas - Kings Inn

TIME	ACTIVITY	TASK
Tuesday, June 4 7 pm - 9 pm	Registration Kings Inn Lobby	
8 pm	Kentucky GED Series Cambridge Book Company Kings Inn	
Wednesday, June 5 8 am - 9 am	Registration Florida Room	
9 am - 10:30 am	FIRST SESSION - The Playhouse	
	Chairman: Cecil Beach, Director Division of Library Services, Department of State Welcome: Ed Sintz, Director Miami-Dade Library System	
	Keynote Address:	This address will present an overview of the concept
	ADULT BASIC EDUCATION AND LIBRARIES: A LIKELY MARRIAGE?	
	Mrs. Ann Hayes Drennan, Program Evaluator, Appalachian ABE-Library Project, Morehead State University, Morehead, Kentucky	
	SO YOU'LL KNOW WHAT I'M DOING--	
	ADULT BASIC EDUCATION: WHAT IS IT?	This section will provide information on ABE for librarians and on Libraries for adult basic educators
	Dr. George Aker, Director Educational Management Systems, Florida State University	
	WHAT CAN A LIBRARY OFFER?	
	Tom Scott, Director Central Florida Regional Library System	

TIME	ACTIVITY	TASK
	FILM: "Step a Little Higher" Cleveland Public Library	
10:30 am	BREAK	
11:00 am	Discussion Groups - Kings Inn, Queens Inn I'M HERE -- YOU'RE HERE: SO WHAT?	Having been given an overview of both programs, librarians and adult educators will now explore possible relationships and areas of cooperation
12 noon - 2:00 pm	LUNCH	
2:00 pm - 4 pm	SECOND SESSION - The Florida Room Chairman: Don Williams, Head ABE-Programs, Dade County	
	THE PHILADELPHIA STORY Ms. Melissa Forinash, Program Materials Evaluator, Editor, "PIVOT", Philadelphia Free Library	The Philadelphia Fre Public Library's Reader Development Program: Report on where to find and how to evaluate the materials
	THE NEWEST APPALACHIAN PROJECT LIBRARY Mrs. Emily Anthony, Director Northeastern Georgia Regional Library, Clarksville, Ga.	specifics on how 1 library geared up: problems and progres
	LEADERS ON THE HOMEFRONT Willye Dennis, Supervisor, LOOP Project, Jacksonville Public Library Ezekiel Bryant, Director, ABE Program, Florida Junior College, Jacksonville	Report on a successf cooperative effort: ABE and the Jacksonville Public Library
4:00 pm	Tour of the Exhibits - Florida Room	
:30 pm	Cash Bar - Florida Room	
6:30 pm	Tour of the Dade County ABE Center	

TIME	ACTIVITY	TASK
Thursday, June 6 9 am - 10 am	THIRD SESSION - The Playhouse Chairman: Jim Fling, Administrator Adult Education Section, Department of Education	
	WHAT'S THE NAME OF THE GAME?	
	Charles Divita, Head, Adult Education Program, Florida International University	General concepts of interagency plannin
10:00 am - 10:15 am	BREAK	
10:15 am - 12 noon	HOW DO WE PUT IT ALL TOGETHER?	Now that we have broken the ice in the discussion groups, we will try to simulate community planning efforts, under the direction of Mrs. Drennan and the project directors from the four initi Appalachian ABE-Library Project sit
	Mrs. Ann Hayes Drennan, Program Evaluator Ann Gwin, Birmingham, Alabama Phyllis McVicar, Huntington, West Virginia Eunice McMillian, Columbia, South Carolina Roland Jones, Prestonsburg, Kentucky	
12:00 - 1:30 pm	"WHERE DO WE GO FROM HERE?"	
	GROUP LUNCHEON - The Playhouse	
	"THE DIALOGUE CONTINUES..."	
1:30 pm	Tour: Model Cities Library	
ADJOURN		

ADULT BASIC EDUCATION AND LIBRARIES:

A LIKELY MARRIAGE?

Mrs. Ann Hayes Drennan, Program Evaluator
Appalachian Adult Education Center
ABE-Library Project
Morehead State University
Morehead, Kentucky

Everyone needs information. Those public institutions whose business it is to provide information have a public trust to do so for all individuals and groups in their service areas. Too often services seem to be designed for those who are easiest to serve or who are most like the employees of the information-delivering institutions. Many librarians know that the educationally poor do use information sources if those sources are available to them. The secret of successful services to disadvantaged adults lies in the definition of that word available.

This paper about the different aspects of availability of information depends upon the experiences gained by the Appalachian Adult Education Center at Morehead State University in Kentucky during eight years of demonstration and training work with undereducated adults in the Appalachian states and other states and countries. A major part of the work of the AAEC has been its demonstration and training projects in public library services to disadvantaged adults in eight states.

The Appalachian Adult Education Center lies in the heart of the Daniel Boone National Forest, almost the geographic center of Appalachia. Appalachia consists of counties in thirteen states from southern New York to northern Mississippi. The Appalachian Adult Education Center (AAEC) is directed by George Eyster. The AAEC has been funded through grants from the U. S. Office of Education, Office of Libraries and Learning Resources (demonstration and institute grants), as well as the Division of Adult Education, Right to Read, the Appalachian Regional Commission, and several state libraries.

Library and adult basic education services were interrelated by the AAEC in four states one year (FY 1972-73), in seven states a second year (FY 1973-74), and in three states a third year (FY 1974-75). The AAEC library training or institute project has worked with seventy-two library staffs in their home communities in eight states toward the expansion of their services to disadvantaged adults.

The local project directors of the Library/ABE demonstrations worked with other library staffs in their home states in addition to administering their projects in six of the seven states (Ohio excluded). The contracting institutions and the directors of the seven demonstration were:

STATE	INSTITUTION	DIRECTOR	YEARS
Alabama	Birmingham Public Library	Ann Gwin	1972-74
Georgia	Northeast Regional Library	Frances Milhizer	1973-75
Kentucky	Floyd County Board of Education, Prestonsburg	Roland Jones	1972-74
Ohio	Cincinnati Public Library	Harold Ogg	1973-75
South Carolina	Richland County School District #1, Columbia	Eunice McMillian	1972-74
Tennessee	Memphis and Shelby County Public Library and Information Center	Norma Richey	1973-75
West Virginia	Huntington Public Library	Phyllis MacVicar	1972-74

The training efforts of the project directors were augmented by three central AAEC staff members, Ann Drennan, Priscilla Gotsick, and Susan Schmidt. Mississippi was the eighth state involved in the AAEC training project.

Project directors Gwin, Jones, MacVicar, and McMillian were resource persons for the Florida Adult Basic Education and Library Services Conference.

The reports of the demonstrations and the institute activities are available from the Educational Resources Information Center (ERIC). Methodology and theoretical considerations are reported for (1) the specifics of merging public library and public adult basic education services, (2) the general expansion of public library services for undereducated adults, and (3) the continuing education of professional and nonprofessional library staff members for the expansion of their services to undereducated adults.

The AAEC has also developed a series of Library Service Guides mapping the implementation of specific services to disadvantaged adults. These are being published by the American Library Association.

Topics include the selection and delivery of materials and services; individualized reader guidance for particular patrons; the selection, processing, display, and circulation of pamphlet materials; dealing with volunteers; community information and referral; recruitment of undereducated patrons; and public library services to elderly and young adults. The ALA is also publishing an AAEC-developed list of coping skills materials.

Included in some of the Guides is a long list of life coping skills content areas. This list has proven a good tool for assessing public library collections in terms of readable, mature everyday problem solving materials. When the whole list is used to inventory a big-city library's collection, it is time-consuming, but it is a one-time endeavor. Only acquisitions need to be assessed thereafter. The list of coping skills content areas afford a guide for acquisition of materials for undereducated adults.

The terms disadvantaged and adults in this paper refer to people over sixteen, out of school, who have less than a high school education--and usually will be called the undereducated here. Recognized concomitants of disadvantagement and undereducation can be (1) having a below-poverty-level income, (2) being elderly, (3) being a member of a minority group (when that becomes a problem), (4) physical and/or mental handicaps, (5) very low literacy, and (6) geographical or social isolation.

There are in the U. S. at least fifty-seven million adults over sixteen, out of school, with less that a high school education--about half of this country's adults. In setting priorities and policies, library administrations and trustees should remember that the educationally disadvantaged may represent half of the population of their service area. (The AAEC has worked in communities where the percentage was as low as ten percent and as high as eighty-one percent). This should be represented in the proportion of time and funds devoted to "services to disadvantaged." In some libraries none of the normal library budget or staff time is used to offer services appropriate to the needs of the disadvantaged of the community. Only if outside short-term funds can be solicited, do these libraries provide such services.

Why does the AAEC define those with less than high school as educationally disadvantaged? Most people can be expected to be reading two to three grade levels below their last school grade. For example, those leaving school in the tenth grade probably are reading at the eighth grade level. This rule does not always hold true, however. Sometimes those with little formal education read very well. On the other hand, a 1973 study by Louisiana Tech of Louisiana high school graduating seniors found that their average reading level was 9.6 (sixth month of the ninth year of school).

These reading levels are a problem when compared to the average difficulty of print in this country. It appears that the average noncollegiate print level is at least the tenth grade level. For some reason, the official definitions of functional literacy are the eighth grade level--at least two grade levels below the difficulty level of everyday print! Libraries efforts to present pertinent content in the fewest possible words--through pamphlets and paperbacks--can aid those with reading problems.

Some estimates of public library use suggest that about ten percent of the adults in this country really are library users. About thirty percent of their children use the public library, but we lose them in junior high school. One might suspect that the majority of those fifty-seven million adults with less than high school are not among those ten percent who are regular library users.

There is an urgency in this topic of services to undereducated adults. Public librarians are often self-effacing about their role and importance in the community. Library services can be a central source of information to the information-poor if they are designed to be available. Information is available if it is presented in a form within the skills level of the individual. Information is available if it is presented at a time when or in a place where people can use it. Information is available if it is presented by people who are not frightening to the would-be receivers. Information is available if people know that it exists.

As you know, there are many nations that feel that they are obliged to be responsive to all of their citizens. There has seemed to be an unfortunate tendency in this country, at least of late, to be much more responsive to those who already hold power--who vote and pay taxes. We are the public servants in our country charged with the responsibility for information finding and delivery--to all people. (Unfortunately, some librarians do not perceive of themselves as public employees.) Many individual public libraries in this country, including those working with the AAEC, have demonstrated that adjustment of public library services for the undereducated prompts their use of those services. Designing for and encouraging use of service by the disadvantaged is not an impossible task.

Libraries are caught between the rock and the hard place, however, because they must be responsive to local governments which provide eighty to one hundred percent of their funding (in most states) at the same time that they are attempting to meet their public charge. Local governments historically have been unresponsive to the clientele of whom we speak. This tension between funding sources and user needs must be faced. The attitude of, "It's a good thing, but..."must yield to, "Services to the disadvantaged are half of our job. There are problems. How are we going to solve them?"

Recently, educators and librarians have used the terms coping skills, survival skills, life skills, etc., to indicate a complex of tools that individuals use to maintain and improve their lives. There has been a good deal of concern among the citizenry of this country that the basic skills taught in school-reading, writing, listening, speaking, computing--are both not being taught well and are not being used by people for everyday problem solving, i. e. are not merging into coping skills. This concern seeks response from public libraries.

The concept of coping skills fundamentally refers to the individual's ability to recognize his/her problems, to identify the skills and bits of knowledge needed to attack each problem, and to gird him/herself about with the array of basic skills needed to effectively deal with each of those problems.

However, there is always an inclination to oversimplify issues, and the issue of coping skills has not escaped oversimplification. Coping skills have come to mean consumer education, or career and occupational information, or health maintenance. These are the content of coping skills, not the process of coping or problem solving. There are a series of possible steps in problem solving that people can use and some people do use. The presence of well designed library services can be vital to accomplishing some of those steps, especially for the educationally poor.

The first step that an individual must take to solve his/her daily problems is to define those problems. A study of the information needs of urban residents funded by the Baltimore, Maryland Regional Planning Council found that some people don't have problems--the poor the undereducated, the elderly, the socially and geographically isolated. They have facts of life. One doesn't ask questions or try to solve a fact of life; one tries hard to avoid it, not to think about it. We can encourage people to review uncomfortable parts of their lives in terms of considering alternatives for bettering them--that is, to define those "facts of life" as problems and to attempt to solve them.

Next, people need to be helped to ask answerable questions about their concerns. Every reference librarian knows how hard it is to find out what it is people need to know. Unfortunately, the more urgent the need and/or the less the education of the asker, the quicker she/he will be to give up in despair of receiving an answer. And the more uncomfortable the librarian may become in pressing for clear answerable questions so that the information gathered will be helpful. Patient persistence and ingenuity on the part of the libraria helps.

Third, people need to know how to search for information in the community. The information must exist before someone can find it. Brenda Dervin wrote in the Baltimore study that there are at least five barriers to the individual successfully completing his/her search. All barriers can be lessened by the conscientious library staff.

Institutional barriers. There are many: the long wait, the putdown, staff hostility, pointing behavior ("It's over there." instead of, "We are short-handed. If you could wait just a moment, I will be happy to help you find it.") A recommended reading on institutional barriers is the provoking article by Neal Hurwitz ("Communications Networks and the Urban Poor." Equal Opportunity Review, ERIC Clearinghouse on Urban Education, May, 1975).

Social barriers. Many people do not know that certain information exists because of the groups within which they live. Thomas Childers in The Information Poor in America, (Scarecrow Press, 1975) is particularly lucid on this problem. Obviously, public relations need to be as carefully tailored for different groups as the services which they advertise.

Physical barriers. Are your services so far from your potential users that they can't use them? Do your buildings and bookmobiles allow easy entree to the physically handicapped of different ages?

Intellectual barriers. One of the consuming concerns in any discussion of library services to the undereducated is whether the materials being offered are comprehensible to the patron. Can she/he read that level of material? Can she/he comprehend what you or the audio materials are saying? Not only foreign language speakers need to be considered in oral messages, but also the clearness, simplicity, slowness, and repetitiveness of your speech to the native-born.

Psychological barriers. People give up--rather easily sometimes in other people's views. The fatalistic will not use your services without your urging. Bookmobile and branch librarians have a special opportunity to get off and out of their places and knock on nearby doors. An hour a week of door-knocking can reap many new users.

Cost barriers. The AAEC has found a sixth barrier in addition to those posited by Dervin. How much does it cost in money, time, and anxiety to use your library services? For those four million families with an annual income below $3000, a trip from the countryside into town to the library will represent an eighth of the day's income at today's gas prices. Day-only bookmobile and branch library services effectively eliminate library services to all people employed during the day.

All of these barriers interfere with the search for information. Fourth, if the individual is lucky enough to locate the information, then she/he needs to process it, i.e., beyond understanding it, she/he must relate it to what she/he already knows and be creative about its uses. Encouraging the individual to review what she/he already knows about the topic will help to place knowledge in context.

Fifth, the individual can generate alternative ways of solving the problem. The librarian can help by offering a series of usable materials to the patron. Unfortunately, often the librarian is so relieved to find anything for the patron, that she/he stops there.

Last, the individual can select an alternative and put it into action. By this time the librarian is frequently out of the picture. However, libraries which are developing information and referral services know that a followup with the patron is an essential component in the adjustment and maintenance of such services.

These are the coping skills, then: defining, asking questions, searching, processing, generating alternatives, selecting, acting. To act people must have much detail. Many librarians are aware of the popularity and importance of how-to-do-it materials.

The Baltimore and the Childers studies point out how heavily everyone relies upon other people for information--everyone, not only the undereducated. However, the less education, the more people have had to rely on their ears for information and often, therefore, upon people. This makes you, the person, more important in giving good services than you, the librarian. Your personal relationship to the patron will allow or inhibit that patron's ability to take advantage of your tools of librarianship.

Try never to say, "I am the Reference Librarian," but instead "I am Mr./Ms. ____, and when I am not here so-and-so can help you with your questions." You, your name, is more important to people-oriented people than your library role. In fact, don't say, "Here is the card catalog," unless asked. Introduce yourself or a staff member who can help. Remember that changing from human to nonperson sources of information is a tremendous behavioral change. Aid in the transition.

In traveling from library to library and from one adult education program to another, the AAEC staff has noticed that librarians and adult education teachers both tend to be a little bit shy, but of different people. This is, of course, a generalization. Some librarians and teachers are equally confident with everybody. Where there is shyness on the part of librarians, it is seldom with the "regular" library patrons or with professionals from other agencies and institutions within the community. It is with the clientele of whom we speak--the undereducated, the culturally different. On the other hand, teacher may be quite at home with the undereducated but somewhat timid of other professionals and lacking in understanding of the need of those professionals for their support and guidance. Librarians and teachers need each other. There is not much point in teaching reading if there is nothing useful or interesting (from the reader's point of view) to read. Conversely, there is not much point in acquiring reading materia that people can't read.

Libraries need agencies other than the schools, too. A good rule is to provide the service but not to pay for it. The library, the school, and other agencies have different goals, organizational structures, service hours, salary and benefit schedules, training for their employees, funding sources, and status in the community. All of these differences can lead to misunderstandings.

The goal of mutual services has to be very strong, indeed, to make interagency cooperation feasible and worthwhile.

Which agency is to initiate cooperation often seems to be a stumbling block. As a rule of thumb, it seems better for the unspecialized agency to do the initiating. Therefore, if the local schools have an adult basic education program, but the library does not have a well-articulated service to disadvantaged adults, the library should initiate the cooperation. In the first place, the library will get help designing and setting up services; and in the second place it won't be struggling to catch up or feeling somewhat rebellious at the demands of the other, specialized, service. However, enthusiasm is the key to change. If the library is active in services to disadvantaged adults and another key agency in the community is not, tactful and persistent contact can create wonders.

A good starting place is a community planning session which involves all conceivable segments of the community--agency personnel and lay people representing different aspects of the community such as the undereducated, the elderly, the children, the young adults, the handicapped, the institutionalized, not forgetting representatives of fiscal and government bodies. It is most important that all of the trustees and even the lowliest library clerk be exposed to some or all of this community planning session.

Before the meeting, the head librarian should have completed and duplicated in quantity a brief demographic survey of the community, highlighting human needs and community resources. Sample surveys can be found in the AAEC Library Service Guides on Planning and on Community Assessment.

The AAEC has found that the community planning session really needs to be scheduled for two full days, although most head librarians react in horror to the very idea initially. The first day, the participants discuss the demographic information and the needs as seen from their different vantage points. Then the chairperson briefly interviews each resource or agency representative (including library personnel) about services already existing in the community. It is hard to run a large-group session, but breaking down into smaller groups does not allow for the breadth of information exchange that the larger group does. By the end of the first day a list of unmet needs in the library's service area will have emerged--some appropriate for the library to tackle, others not.

The second day, a step-by-step realistic plan should be hammered out, assigning responsibilities, defining funding sources, and trying to ascertain what knowledge needs those with the responsibility for the new or expanded services have. A work statement should emerge from the second day which should be circulated to all present and to all those who were invited but could not (or did not) come.

If no objectives are raised or when those raised are resolved, the library trustees and administration should sit down and review their priorities for funds and stafftime in line with their new commitments. Often this step needs to take place twice--before and after the community planning session. Before, so that unrealistic commitments will not be made. After, in view of the additional knowledge of service needs and agency resources generated by the community planning session.

The priorities should be stated in terms of service groups in the service area, rather than in terms of impersonal matters such as buildings and materials. The former (user needs) should command the latter. Implementation of the work statement should be swift, as a demonstration to the community of the sincerity and responsiveness of the library.

A word about the specialization of services. Many librarians insist that they offer universal service and do not wish "to rob Peter to pay Paul." Yet a look at their patrons rebuts their contention of universal service. It is quite evident that many libraries are running a highly specialized service for a very small segment of the community--too small a segment to expect the whole community to support it. Specialization for different service groups leads to truly universal service. In many parts of Florida the first priority for service expansion probably should be for the senior citizens of the community. But another priority should be for the undereducated, the foreign-born, the rural residents, the children, and for all the overlapping groups with special needs. If there are no priorities by service group and things get rough--the budget gets slashed again or the staff is low or ill or on vacation--it will be impossible to decide where to put the remaining dollars and time. It will go to the place of least resistance--paperwork and custodial (not service) tasks.

Libraries must be seen as public services--as programs--not as buildings or collections. They can be institutions for continuing education, benefical fillers of leisure time, community referral centers, whatever their community needs. They must be friendly, welcoming, and service-centered.

Hurwitz sums up the need for available information services very well.

> Either the poor must mobilize in their own self-interest--a task fraught with difficulty--or influential parties must be willing to press for changes and reforms. This process, as we know, is tedious and difficult to sustain. On the other hand, holding millions of people in a condition of poverty, dependence, and relative ignorance about important matters is a dangerous violation of the democratic spirit that has ennobled this country for two centuries.

What we need, then, is a renewed commitment to the equalization resources--for the improvement of their chances for free and full lives. (page 5.)

THE LIBRARY AND ADULT BASIC EDUCATION:

A CHANCE FOR CREATIVE COOPERATION

Dr. George Aker, Director
Educational Management Systems
Florida State University
Tallahassee, Florida

Thank you very much. I assure you it is my pleasure to be here. I would like to express my personal appreciation to Lois Fleming of the State Library, and to Jeanne Brock and Jim Fling of the Adult Education Section of the Department of Education for making it possible for two interrelated agencies of nonformal education to spend a few days together, and in doing that I hope we can talk on a person-to-person basis, for I feel that as much will be gained, shared, learned, and acquired in our conversations that go on after the scheduled events in the program as during them.

Now, I don't know how many of you looked into the fine print of the first program announcement that was sent out, but I see that Keith Bennett, Chuck Divita, Margaret Johnson, and a few in the front followed the instructions. For your information, the instructions were to the effect that all participants with high moral standards and deep professional commitments should sit in the front of the room, and those that preferred the nightclub atmosphere should stay in the back. I see you found the right place.

However, I am not certain that I'm in the right place. I had some reservations earlier this morning when Lois Fleming lost my professional vitae for purposes of an introduction, and I became more convinced when an attractive young lady pulled the chair away from me at breakfast time. I almost feel like perhaps I'm not really wanted here today.

Well, this place reminds me of a theater, and I hope that we will all become involved in the performance as we get into our group discussions later in the day. I am confident that the ideas we obtain from each other will go far in developing closer working relationships between the two most significant agencies of adult education - the libraries and the schools.

Now, I would like to do two things, bring us back on schedule, and try to talk a little about the broad dimensions of adult basic education. Ann Hayes Drennan did a beautiful job of giving us a general overview of the nature of the problem and the magnitude of the field. I'd like you to consider it in some other ways as well.

She said there are 57 million Americans, I say 60 million, who are handicapped or disadvantaged in terms of their ability to process information, to set goals, to move toward them in effective ways, and to cope with life, or to be able to change themselves and their environment through educational processes. These people represent the one-half of our adult population who have not finished what we call a high school level education.

Unfortunately, among these adults, half of them do not function at what we would define as an eighth grade level of competence. There are at least eight million Americans who are severely illiterate, who cannot read or write, compute, think, or process information at what we would call the fourth grade level of ability, and three million of us cannot read or write in any language at all.

Here in Florida that translates down to about a quarter of a million Floridians who are in the same fix. In this regard, Florida is like a developing country. I recently visited a country in Asia with a very high birth rate and high rate of illiteracy. That country, that small country about the size of Texas, that can barely feed its population today will double itself in size in terms of people in about 17 years. Florida will double itself in terms of people in less time than that, growth policy or not, because of immigration, not because of birth rates. And many of its new adult citizens will be less than functionally literate.

The American educational system, I think, has been highly successful in doing what it was created to do, and that was to provide a relatively small segment of leadership for society who would manage its businesses, industries, and governmental agencies and bureaucracies, and so on. A fairly large middle class would go on to run the small businesses, the farms, the stores, and service the professions. Then the dropouts, a sizeable majority, would be available to do the other kinds of unskilled work that we also depend upon.

Unfortunately, that scheme of things does not fit very well within the design of the highly technological, fast changing, information oriented society in which we live. It's ironic that while, as far as the Western world is concerned, this country has more of its youth enrolled in public schools and more graduating from high school and more going on to higher education than in any other single country, our dropout rates in our youth programs are increasing faster than in any other nation in the world.

In fact, if we enroll approximately a quarter of a million adults in ABE each year, and we do, over 40,000 here in Florida alone, we have to think about that in terms of the one million youths and young adults who will drop from the formal school system during this same period of time.

So we're really not even holding our own in relation to the development of literacy skills in this country through adult basic education. When we talk about those that are educationally disadvantaged, we sometimes tend to think about the older segment of our population, the older adults, when in their time it was not the usual pattern to go on through and complete high school. We have as many younger adults as we do older adults who are now in that category of being educationally disadvantaged, and here in Florida our dropout rate is right at or possibly higher than the national level of about 33 percent. In other words, one-third of our children who are now in seventh grade, if present trends continue, will not graduate from high school. In some of our urban areas that we're very close to today, it is likely that 50 percent of our youth will not complete high school.

Consequently, I hope you will think of adult basic education not only as a program for older adults, those who have been out of school for some period of time, but as a program for those who are about to drop from school. Perhaps from their point of view it's better to be pushed out, shoved out, or removed from school for whatever reason than to spend 4, 5, or 6 more years in captivity where the most enduring thing learned is to dislike learning, to avoid thinking and to function with passive and apathetic awareness of a negative self-concept. On the other hand, and on the bright side, I must say there are increasing numbers of young adults coming back into our ABE programs here in Florida, and it's quite a new experience for many of us. It's disruptive to programs for older adults, it's a strain on resources that we never have enough of, and it requires a new set of skills, relationships, and understandings on the part of our structional leadership, supervisors, and other program staff members.

Now, I would like to dispell a couple of prevalent ideas or what I call myths about adult education. As I have examined adult education in most of the states in this country, and in a number of developing countries, it seems to me that adult education should not be the Three R's. Its major purpose should not be to dwell exclusively on reading development, writing skills and math abilities.

These abilities should become the naturally flowing byproducts that result from the process of organizing learning groups in ways that will give them insights into themselves and coping skills in relation to present conditions and problems - problems related to their aims and their interests. Such learning can best take place in a functional, reality-centered adult environment, not in a subject matter, academic or discipline-based environment restricted to an artificial and formal setting.

When I think of libraries, contrasted with schools, it seems to me that the library is the most humanizing of man's social institutions. You can't really send an animal to a library and have much benefit result to the animal. But one can send animals to training schools to learn to do certain things. I am afraid our schools are more designed for training than for education. They are fairly good in training us to follow rules but not as effective in teaching us how to think - in a critical way. Schools are too artifical, too far removed from reality to serve as major resources for human learning. Unfortunately, they are not community schools. Perhaps libraries relating more with ABE can help develop the concept of community education, of a community learning complex wherein the elements of work, play, learning and responsible living constitute the basic elements of life itself.

In Tallahassee, and I think Harvey Wilson can testify to this, we have established a community council for coordinating adult education. Here our libraries play a very important role, not only in providing facilities, staff time, space and referral services, but in helping to produce and publish a record of all the learning opportunities between our ABE program, our Right to Read program, our two universities' continuing education extension programs, and the informal education programs of 20 other agencies which have educational missions or responsibilities. We're having a mid-year get-together this Friday, and I invite all of you to come to Tallahassee next Friday morning to help us celebrate our six month anniversary.

Another myth about adult education is that it is for the disadvantaged. I don't even like the term anymore, the disadvantaged. I don't know who's disadvantaged; those with the lesser levels of education certainly are disadvantaged in significant ways, but so are the mainstream middle class segments of our society.

I would rather think that the target areas for ABE consist of special high potential groups of people, high potential because they happen to have been left out or because they happen to be older or because they happen to be confined in correctional or other kinds of institutions, who happen to be sometimes called disadvantaged because they are poor, because they are undereducated, because they are underemployed or unemployed or on Welfare or what have you. I think if we would consider our clientele as being high potential rather than disadvantaged, we would be one step closer to having the level of respect and commitment and belief in our clientele that it takes to relate effectively with them and to design viable learning experiences with them.

One aside, we give much lip servcie to the use of advisory committees, to involving those to be affected by decisions in the decision making process, to having ABE students participate and be actively involved in determining their learning needs, establishing their goals and objectives, and helping us evaluate the effectiveness of our programs. How many here represent the clients of libraries or ABE? How many of you have brought along one of your patrons or ABE students? All ABE students, raise your hands.

I hope next time, if I ask a question like that at a meeting of adult educators/librarians in Miami, that a number of hands will go up and that, "Well, yes, I was invited to come along and help share in this educational program planning process." Certainly we have empty seats and plenty of room in a place like this.

Well, that's not to spank your hands or set you back, but only to point out that across the country, whether we're talking about our adult high school programs, ABE programs or Right to Read programs, very, very seldom do we actually practice the principles that we say are so important in the adult learning context. In any event, when you're talking about members of the disadvantaged population, try to think of them as high potential people. Now let's look at another myth. I have been personally involved in motivational research and psychological studies of ABE students in the rural South and in some countries in Asia and South America. One thing that I discovered is that there are more differences within any group of adults that happens to come together than there are between groups of people who live on one side of town versus the other side of town, or in one part of the country compared to another part of the country, or in one part of the world compared to another part of the world. The wants, the needs, the aims, the aspirations, to want better health, more security, good things for my children, these are very common qualities of attitude and hope among people.

The differences between people are not as great as we sometimes say in our descriptions of them.

But other than this, I would like to dispel the one of educational technology. There is no one best method or system or set of learning materials that will do the job for once and for all. People learn in different ways, for different reasons, to achieve different goals. Through a lifetime of experiences they have learned to take in, be attentive to, and process information through a combination of methods and techniques. Therefore, any educational program for adults has to have available a variety of technologies, of learning formats, or combinations of print and nonprint kinds of materials.

So I would encourage ABE, libraries, Right to Read, and all our other agencies of adult education to share as much as possible the limited resources that we have for adult basic education. We cannot affort to not coordinate and share our resources for adult learning - especially at the community level.

Another myth that I would like to dispel is one that relates to the theoretical literature of adult education. This literature generally states that adults are different from younger people, and they certainly are in some ways, and therefore adult learning is different than childhood learning. And, in some ways, perhaps it is, but I think there are more similiarities than differences between the way adults and children learn.

We have found that real life problem situations, the problems of a home that is in the process of disintegration, the problems of combating spiralling inflation - particularly on low and fixed incomes, the problems of adjusting to the different demands of social roles from one stage of the life cycle to the next, the problems of adjusting to and helping work with aging parents or financial resources and coping skills, these are problems that are as appealing to or as interesting to children and youth as they are to adults. We have discovered that when we take the materials, the good materials, the adult-centered materials of ABE into our informal youth programs, we get fantastic success in terms of building interest, maintaining motivation and attendance. Perhaps formal education for youth can learn many things from what we are doing here today.

I'd like to leave just one idea with you. Despite all the efforts of Congress, the U. S. Office of Education, 50 State Departments of Education, and hundreds of research units in colleges and universities, we are seeing an inability on the part of our formal educational structure to maintain a high educational level among our citizens; at the same time we are seeing nonformal structures and systems of education through ABE and through the libraries being able to do a job more effectively.

I think the two groups here today represent forerunners of the cutting edge of new institutional approaches to what I would call functional but nonformal, reality-centered education for a learning society, where the power to control knowledge is the greatest power of all, and where the ability to secure and share information is our main problem of today and our main hope for tomorrow.

So I hope you will think of adult basic education as the beginning of a continuing process, the ultimate goal being that of self-sufficiency for all people and the development of life-long learning or learning communities for all adults and youths a part of your responsibility. And finally, don't ask others to do what you're not doing yourself. Don't ask clientele groups to invest their time and resources in their own continuing education if you're not yourselves a model of the continuing learner.

WHAT CAN A LIBRARY OFFER?

Mrs. Jane Patton, Director
Northwest Regional Library System
Panama City, Florida

Hello - I'm surprised to be here. As anyone can see, I couldn't possibly be Tom Scott. And people say I talk in circles. I even think in circles about this subject - Library Service to Adult Basic Education Centers.

That isn't all bad, perhaps. It's the nature of library thinking to go round and round, increasing our coverage, finding new areas and learning to serve them and then tucking them under the umbrella of regular library services with procedural guidelines and policy statements. Or, sometimes we reject the service, feeling it is accomplished better by another agency, and we try again not to duplicate, but to coordinate efforts.

It seems to me that that philosophy of the public library made it natural for us to become aware of these new needs, also. The adult learner reading at a very low level will not be motivated by the same materials a child would be, and he cannot wait for information - he needs it to face his many responsibilities as an adult earning his own way!

With more sophisticated cultural impact, greater competition, great mobility of society, tremendous change demanding an informed populace, the need of communication skills for all is suddenly felt with tremendous force! So it is quite natural that we, as public library people, should feel challenged. I don't know about other educational agencies, but I feel strongly that we can commit ourselves to cooperation, experimentation, creativity and coordination. We also have the adult materials that fill informational needs of the ABE student.

Surely the public library is an agent of change! We must also change our attitudes as we adjust to new experiences, impacts, and motivations. Not that we should jeopardize traditional responsibilities of public libraries...but that is not enough. I guess, really, that change, adjustment, adaption, improvement, is what life is all about.

The excitement and joy of creativity is coupled with the disappointments of defeats. In service to ABE groups I hope we have the courage to recognize errors and to report them honestly.

Now, as for our plans in the Northwest Regional Library System which is comprised of six counties in the panhandle, serving some 120,000 people in about 4,000 square miles. Centers are forming over the entire area, and will number 30 to 40 by fall, we think. I have checked with the principals of these centers and they are very enthusiastic in our concern for library materials for adult learners. We have employed a professional librarian who has experience with the literacy council, and seems to care very much about the people we hope to serve.

During September, we will try to get acquainted with local needs and possibilities. For example, in the Holmes-Washington area the vocational school has a very active program, with classes attending there, and many materials, and we hope to build upon the services already offered there. In other areas, centers are very new, and we have met with apathy on the part of some connected with classes. In those cases, I am sure we will have to make greater effort to work directly with the individuals in the classrooms.

We expect to leave some items at the centers, to rotate some collections, to explore the possibility of film and cassette usage, and to avail ourselves of all possible selection aids for the new adult reader. A special bookmobile is assigned to this program, as well as two fulltime clerical workers. Each branch will be included in the program also, so that ABE students have the opportunity to know, as people, those on our staff who can continue to help them with books and pamphlets.

I personally feel that whatever happens, the library system stands to gain. We will surely learn to know this type of citizen better, have an improved understanding of his needs, a more serviceable collection, an acquaintance with other professional people in the communities working on adult educational tasks, and experience with new and different formats.

We are looking forward to the new program - and to the remaining hours of this workshop which we appreciate very much.

Thank you.

ANOTHER VIEW OF WHAT A LIBRARY CAN OFFER

Mr. Tom Scott, Director
Central Florida Regional Library
Ocala, Florida

(Editor's note: Mr. Scott was unable to attend the Conference, and so was unable to deliver this paper as scheduled. We are pleased to be able to include it in the proceedings.)

In context of an administrator of a multi-county rural public library system, I envision our library's role as supportive to existing ABE and Independent Learning Programs.

Whereas we do not have adequate staff and/or expertise to engage in direct tutorial activities, we can offer the following supportive services:

I. Cooperation in promoting the advantages and availability of an ABE Program.

In addition to the conventional "public relations" approach, we must be willing to assume the role of liaison between the ABE Coordinator and his staff and our joint target population. This will entail the dual responsibility of referring potential candidates to the ABE coordinator as well as preparing to meet the informational/recreational needs of existing ABE participants.

II. Library Meeting Room facilities should be made available to ABE/GED instructors for classroom instruction and/or special programs and events.

III. Library Orientation.

We should welcome and solicit the opportunity to conduct library orientation sessions for the benefit of ABE participants.

These sessions should include a tour of the library facility, the issuance of borrower's cards, and the introduction of public service personnel by name.

It should be impressed upon participants that library staff members are approachable, friendly, and eager to be of assistance to them.

IV. Collection Development.

We must establish a Resource Pool of relevant, specialized materials to meet the expressed and anticipated needs of the ABE participant and/or the Adult New Reader.

Priority should be given to the acquisition of materials which will enhance the development of Life Coping Skills. (Community Participation, Consumer Economics, Employment, Health, Self-Improvement, etc.)

The selection process should include the utilization of standard bibliographies, booklists compiled by Adult Reading Center personnel; specialized publishers catalogs; and conventional reviewing media (such as the Booklist column entitled: "Adult Basic Education Materials").

Ideally, all potential acquisitions should be evaluated in terms of the Material Analysis Criteria Checklist.[1]

The effective utilization of this Resource Pool will be contingent upon our implementation of a flexible, multi-access delivery system. The ABE participants and/or the adult new reader should be able to gain access to the Resource Pool at the local community library, at regularly scheduled bookmobile stops, in classroom deposit collections, or via direct mail.

In addition, ABE personnel should be supplied with annotated bibliographies of materials included in the Resource Pool.

In conclusion, I am of the opinion that our library's supportive role to the ABE Program is an inherent obligation of our responsibility to provide relevant, responsive library service to all residents of our multi-county service area.

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[1] The Materials Analysis Criteria Checklist is the list developed during Helen H. Lyman's study of the criteria for evaluation of library materials for the adult new reader. (Lyman, Helen H. Library Materials In Service to the Adult New Reader, Chicago, ALA, 1973.)

THE PHILADELPHIA STORY

Ms. Melissa Forinash, Materials Librarian
Editor, "Pivot"
Reader Development Program
Philadelphia Free Public Library
Philadelphia, Pennsylvania

Before I start, you should each have a piece of paper, like this, available on the back table, with the heading, "Publishers of Adult Basic Education Materials Used by the Reader Development Program." *I just brought it in this afternoon, so it won't be in your folder.

I wanted you to have proof in your hands that I really am going to talk about locating adult basic education materials, which is probably what you want to know about most, because I also want to talk about a few other things.

I want to talk to you about evaluation, and I also want to describe to you the Reader Development Program. I am not an expert on adult basic education materials. I just try to be an expert on my adult basic education materials, and I would like you to understand what the Reader Development Program does in order that you'll know what my point of view is.

The Reader Development Program of the Free Library of Philadelphia was founded in 1967. It was funded by a three-year Library Services and Construction Act grant. In 1970, the program was picked up by the City of Philadelphia, and so we are now funded through the Free Library as one of its agencies.

The purpose of the Reader Development Program is to provide materials written on an eighth-grade reading level or below for adults and young adults. We presently stock about 325 titles, which including volumes in a series, teachers' manuals, and so on, totals some 675 books. Of these, over 95 percent are paperbacks. These books are loaned in quantity to students and teachers, as well as to individuals, in the City of Philadelphia. Excluding regular public, parochial, and private school classes, any teacher may borrow up to 15 copies of any book, up to a total of 200 books per year. We set this limit because we consider our books to be consumable. We consider them consumable because between one-half to two-thirds of them are workbooks, and because an adult who can't read is going to need more than a three-week loan period in order to read a book.

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* *List included at the end of Ms. Forinash's remarks.*

So what we're really doing is giving books away. To whom? To the School Districts of Philadelphia's adult basic education classes, to Opportunities Industrialization Centers, to the Philadelphia Adult Basic Education Academy, to the Probation Department, Project Upward Bound, to many other organizations, to dozens of churches and community groups in Philadelphia who are doing volunteer tutoring or teaching, and to individuals as well.

So, that's what Reader Development is, in a nutshell. Now, if anybody has specific questions about the program, how it relates to other agencies, to other parts of the library, stop me somewhere in the hall.

Right now I'd like to talk more about evaluation and selection. I give you this background so you will understand some basic decisions we have made about materials selection. They may be different from yours. First of all, because of the variety of people who borrow our materials, we select only books which can be used by people with no formal training in education. That's not hard to do. I don't have any formal training in education myself.

So educators who looked at our collection would immediately notice the absence of some popular programmed materials, for example, which we don't buy, because they won't be useful to all of our borrowers.

Secondly, because Reader Development books are consumable, they are ordered in quantity, which means I buy between 25 and 200 copies of any book at any given time, and that could be from one to four times a year. So we're not going to buy a mediocre book. We try, within the limits of available materials, to buy only the very best we can find.

Finally, we don't generally purchase materials readily available in a regular library collection. We don't use, you know, standard novels and standard nonfiction.

Now, what kinds of adult education materials are available? Generally, there is little difficulty finding books between the fifth and eighth grade level, but locating materials on low reading levels can be quite a problem, in fact, almost impossible sometimes. Also, most very low reading level materials have to be workbooks. They have to be.

This can create problems for libraries, and each library has to make its own decision. You can stick with what we call leisure reading materials, as well as subject material in traditional paperback format. This will limit you to a small collection, most of which will be intermediate level reading. Or you can change your policies of lending periods and start buying workbooks and make exceptions for adult new readers.

This is hard on a library. It causes a lot of problems, but it's better for your patrons.

The difficulty in locating adult basic education materials makes it very tempting for educators and librarians to use children's material. Don't. There are very few materials intended for use with children that are suitable for use with adults. Now I'm not saying that adults won't accept children's material. Some people will. They probably won't like it, and they certainly wouldn't like it if they could see the other kinds of material available. And there's no reason to damage a person's self-esteem by bringing in materials which are obviously intended for children. As educators we know how to be selective. We do it with other materials. There's no reason why we shouldn't do it with adult basic education materials.

Be especially concerned with illustrations. That can tip off an adult immediately. If there are only five-year-old kids in your book, it's no good.

And take time to locate suitable, attractive materials that can be appealing. They are difficult to locate, but they are available.

How do we find them? That's a very difficult problem. Right now there aren't any library or educational journals which specifically review new adult basic education materials. Regular trade publishers don't advertise their ABE books, they don't take them to conventions, and they don't take them to educational publishers' displays. It's only at very specific workshops like this that you get any idea of what's available. Special publishing houses are almost impossible to find.

More and more librarians and educators are recognizing the importance and the necessity for adult basic education, in this, the only industralized nation in the world with a growing literacy problem. Hopefully, we can work together to convince publishers that there is a definite need for adult basic educational materials, and that we'll buy them if we can find them. In the meanwhile, we do the best job of searching that we can.

Beginning in the June 15th 1974 issue of the ALA Booklist, I'll be reviewing ABE materials. The first two columns will cover significant traditional materials. In future columns I will discuss specific subjects and some new additions and new titles which we have located. The column will appear about four times a year. But this doesn't begin to solve the problem of reviewing.

There is still no source of information about new items. There's not even a list of new or projected titles anywhere. These columns will at least provide information about some currently available adult basic education materials.

Another source of information is the National Multimedia Center for Adult Basic Education at Montclair StateCollege at Upper Montclair, New Jersey. You have the information sheet about this organization in your folder. They have been annotating material in this field for a number of years. Originally they were a Federally funded program, and they sent annotations in card format to over 400 depositories throughout the United States. To date, they have examined over 5,500 items.

The Multimedia Center has been comprehensive, so comprehensive that I find their material almost impossible to use. The card format is difficult. It's hard to use. Its indexes are so comprehensive that when I search, I wind up getting the same citation two or three times. And of course, it's been a continual process. There have been several sets of indexes and you have to search through all of them. The other thing to know about this project is that it evaluates everything, reports, proposals, teachers' manuals, teacher training guides, even materials created for use in specific projects which aren't available for purchase.

If you're working with a project that allows plenty of time for research, or if you want to look up a description of a specific series, then this service may be useful to you, and I think it's something to consider.

So we're still left with the problem; where are you going to go for ABE materials? The thing that most people do is to look at lists other people have made up. Many libraries have done such lists of high-interest, low reading level or adult basic education material. We do at the Reader Development Program. Cleveland Public Library, Atlanta Public Library, Kalamazoo, Baltimore, they have all at one time done such a list.

One of the main things I want to impress upon you today is to avoid the wholesale use of such lists. We just had our Bibliography published by New Readers Press in Syracuse, New York. If you buy 10 copies, I get one free. I'm still saying, don't use my list, not exclusively. I'll tell you why. First, a lot of the lists that are currently available are terribly dated, really outdated. Secondly, everybody is running a different kind of program. Every list serves some purpose for the program that produces it, and I'm not saying these lists are bad. They are good, but you don't buy other materials indiscriminately, so why buy everything from somebody else's lists?

Here's what to consider when looking at a list, and that includes mine. Who did it? What was its intended purpose, and how is that purpose different from yours? What community were the books intended to serve: black or white, employed or unemployed, urban or rural, young adults, senior citizens? Most importantly, were the materials systematically evaluated? Or are the annotations merely descriptive? Who did the evaluation? And most important of all, how was the reading level ascertained?

You cannot rely on a publisher to assign a grade level. They don't tell the truth, not for children's books, not for adult books, not for anybody. I don't blame them. Their job is to sell books, and different publishers have different criteria for determining reading levels.

With enough experience you can probably make a pretty good guess as to reading levels, but the best thing to do, if you're a librarian, and maybe even if you're an educator, is to apply a reading level formula to every book in your possession.

This has its problems, but its significant virtue is you have a basis for comparison among all the materials you consider. Besides that, anyone who uses your collection, be they student, teacher, tutor, or librarian, will know that your standards are uniform. If they disagree with your assessment of one book, they'll know to look a grade higher or a grade lower in every case. A reading level provides a measure of certainty in a field which is confusing, indefinite, and presents innumerable other difficulties in terms of making adjustments and decisions.

There are four mathematical reading formulas with which I am familiar, and there are probably a lot more as well. None of them are perfect. Three of them rely on some computation of sentence length and difficulty of words. These are named after their creators. There is the Flesch formula, the Fry formula, and the Gunning-Fog Index. The fourth one I know about relies mainly on the difficulty of words. That's the McLaughlin formula.

We in the Reader Development Program use the Gunning-Fog Index. It's probably no better or worse than the others. It is easier to use than the Fry and the Flesch, because you don't need graphs or charts. I found the Fry index becomes highly inacurrate at higher reading levels, say above eighth grade. I really don't think what formula you use is important, so long as you use something.

Now, what kinds of books are you looking for? There are two basic theories of adult basic education. One is that you teach reading, and everything else will follow. The theory here is that literate people can use all available sources of information.

The second theory is to provide the information an individual needs on whatever reading level is necessary, and this could be auto mechanics or diets or whatever they need.

The Reader Development Program tries to cover the spectrum of available adult basic education materials, because we try to serve all groups in the Philadelphia area and try to provide a wide variety of material.

Another thing you should remember is that many adults who can't read have failed to respond to traditional teaching methods. With these individuals, there are subject materials which can be used to teach reading.

Now, I want to discuss the publishers' list with you. For no other particular reason other than my organization, I have divided the list into trade publishers and special publishers. That's my terminology, and the reason I did it was because I thought that for the publishers in the first half of the list you could find addresses, relatively easily.

I'm going to start at the top. The Steck-Vaughn Company, which is represented here, is an excellent, superb source of adult basic education materials. They are also excellent in terms of the G. E. D. materials. All of their titles, old ones as well as brand new ones, I cannot recommend too highly, and I'm glad to have a display there so I don't have to tell you about specific things.

I would say they're the best "trade publisher". Their subjects, as you have seen back there, include consumer education as well as the regular reading, writing, and arithmetic. If you have a chance, be sure to look at the Family Development Series. They are very fine materials and the reading levels are between about fifth and eighth grade. They are just loaded with information that actually any library could use, regardless of whether you need them for adult basic education or not.

The second publisher on my list is Scholastic. Now, you're probably most familiar with Scholastic as the publishers of book clubs for elementary and junior high schools, and they have "libraries" to serve certain interests. They also have a curriculum catalog. Most of their curriculum materials are aimed at a young adult audience, high-interest, low-reading level. A lot of their material is very suitable for use with adults. Their Scope series is one example, and I especially recommend their Firebird series, which is minority history, about 15 volumes, all around fifth- and sixth-grade reading levels, very, very well illustrated, with contemporary illustrations. A very good series. This isn't only black history. There's a lot of information about American Indians, Japanese, Spanish Americans, although it does lean more toward black history.

Take a look at their curriculum catalog. We have used their items for reading and history and they're fairly usable.

Doubleday is probably most familiar to people in adult basic education for their Zenith series. This is another good minority history series. Literacy quality is superior to the Firebird series. The illustrations aren't as good, but the problem with Zenith series is that about half of the series is at too high a reading level, somewhere between tenth and twelfth, so be careful if you use it. They also do a couple of other leisure reading type series, paperback anthologies for use in high school classes, that can be used for adults.

Noble and Noble publishes the best series of adaptations there is. It's called the Falcon series. Regular paperback size, they cost 75 cents, very good titles. Let me see if I can remember some of the titles: A Tree Grows in Brooklyn, West Side Story, I've Always Wanted to Be Somebody, Dracula. I have about 18 titles, all of them sixth- and eighth-grade reading levels. There is no better series of adaptations. Noble and Noble also does some anthologies.

Holt, Rinehart and Winston at one time did one of the most extensive series of adult basic education materials there were. They've let almost every title go out of print. If you know anybody at Holt, please write them letters. I've tried, and it hasn't done any good. They still have a few titles in print, notably, English III and a book called, Fundamental Mathematics. They are very good, too, although probably the reading level is high, around eighth, ninth grade.

McGraw-Hill. I divided this up, because there are several divisions of McGraw-Hill. McGraw-Hill, the trade publishers, does several series of leisure reading type materials, some of them intended for use with young adults, others intended for use with adults. You might try the Reading Shelf I and Reading Shelf II series. They are about the fourth or fifth grade level, in very small paperbacks. Some of them are short stories and poems. The McGraw-Hill Webster Division is the educational division. You have to be really careful, because they have a large catalog but it is their school catalog and not intended for use in adult basic education. For example, they do adaptations, I think they have 35 titles. We have only one, but it's good, The Case of Sherlock Holmes, and it's on the third-grade level. Very good, but we haven't touched any of the other adaptations. So this is something you could try, but be careful.

The California Test Bureau is also a division of McGraw-Hill, and most of their stuff is test forms. One series we have found very useful, called Lessons for Self Instruction in Basic Skills, is a semi-programmed series covering topics like Punctuation, Capitalization, Reference Skills that are very useful with adults. No illustrations.

Follett has a display here, too. They've done a number of things over the years and are publishers that have been around for quite some time. Be careful of some of their items, because they really are for teenagers, and you might have trouble using them with adults. Also, they introduced three series in the last year with the new copyrights, and the only thing different is the cover. Watch it. They're good, but they're not new.

They also do another item that's really excellent, and you should look at it, called "Fold-A-World". It's a cardboard globe that's flat, and when you put it together, (It took me a while to get it together) it's very, very sturdy and should be very useful in any kind of classroom. It's very good, and it's quite inexpensive.

Now something about the less important trade publishers. They aren't less important as far as they are concerned, but we haven't found too many materials of theirs that we can use. Scott-Foresman is another school publisher which has a very extensive catalog which I frankly haven't had time to cover completely, but one thing I wanted to mention to you today is called People and the City, which is part of their Spectra Program. Again, this was intended for use with low reading teenagers. It is superb. We bought the first five books in the series. We have some 12 new books in the series to review, which we haven't seen yet, but the first five I have bought have excellent color and black-and-white photographs, illustrations, editorials from newspapers, and the titles are things like, Housing Problems, Moving In, things that adults can really use.

The teacher's manual of this series is excellent, too, because of its bibliographies for both teachers and students and also a list of films, which you don't find very often.

Houghton-Mifflin has one series that I know about, called the Troubleshooter series. It's seven volumes, and covers specific things like Spelling Skill, Word Mastery, and that kind of thing. Now, it's not really low reading level, but it provides a lot of good basics for people from around fourth to eighth-grade reading levels. No illustrations in this book, but I want to warn you I had a little trouble with them. They will not send us the teacher's guides to the books because we're not a regular educational institution. We feel the books are good enough to be useful without teacher's guides but I mention that in case you want to get them yourself.

You will notice I have Reader's Digest in parentheses. I did not want to mention it. However, Reader's Digest has done a lot in this field, and they are a very, very heavily used publisher. Since I've been in the Reader Development Program, I've thrown out four series. Reader's Digest materials for the most part are copyrighted before 1960. I don't care how good it was in 1960, it's no good now, so go back and look at this stuff if you're using it. I mean adult educators, particularly now, and a lot of teachers, have used this stuff so long that they won't get anything else. Keep in mind that there are newer materials that might be better.

Now, the reason I did put it down is this. They have a couple of series that I think are good. One is Reader's Digest Adult Readers, which are a series on low reading level, primarily in the old Reader's Digest format. The short stories were taken from Reader's Digest articles. The print is great, nice size print, which can be used with people with visual problems as well as reading problems. Watch them, because they grade the adult readers two or three grades below what they really are. In other words, if it's supposed to be first grade, it's really third. But they're not too outdated. The articles they selected for these books have not dated as badly as some of their other material.

We also have Reader's Digest Science Readers, and I just received review copies of a new edition of the Science Readers. The series used to include four titles; it's now seven. I haven't had a chance to take a look at them, but the format is new and interesting, and if the quality is anything like the old ones, they are very good, because there is so little available in the field of science. They are also doing a new series on Social Science Readers, which I haven't received, but I thought you might want to take a look at it.

Special publishers. New Readers Press sent material, which apparently got lost in the mail. I'm very sorry, not only because they publish our Bibliography, but because New Readers Press, (adult educators can yell as much as they want to) which is the publishing arm of Laubach Literacy, is the best single publisher of adult basic education materials in the United States, for one reason: they are the only publisher in the United States that concentrates only on adult basic education materials. They've been doing it for years. Laubach started adult basic education, overseas first, and then here. These people have been in the business a long time, and whether or not you like their methods, their materials really should be looked at before you make a decision.

New Readers Press is the only place in the country that I know about that publishes a weekly newspaper on a low reading level for use with adults. It's called "News For You," and it comes in two editions. The "A" edition is third- and fourth-grade reading level. The "B" edition is fourth- and fifth-grade reading levels. It should be in every library and every adult basic education class. We think it's excellent. Really up to date.

The other things that they do, well, they just do everything. The only thing that you can't rely on New Readers Press for is leisure reading material. Reading, writing, and arithmetic, including their basic instruction series, which is New Streamlined English. All kinds of community and family life, Having a Baby, minority history, all kinds of things. I would say if you had no money at all and you had to take two publishers, if you had the books provided by Steck-Vaughn and New Readers Press, you could go from now on. You wouldn't need another thing unless you needed leisure reading materials. That's how good those two publishers are.

Other publishers I listed here, I did because I wanted to give examples of some small publishing houses that may have one or two things that are useful, but it's a thing to keep your eyes out for. I have four here. There are probably 50 publishers that I never even heard of, and this is the problem with adult basic education, that the communication is really tough. I wanted to tell you about these specific sources.

Gifted Teachers Books does four books which we buy, three of which I have listed here:

Photophonics I and II teach phonics using pictures and a workbook format. They begin with the alphabet and progress to about fifth grade.

Photocabulary does the same thing with about 300 words of intermediate difficulty. The work is presented, illustrated, used as part of a story.

All of these books are extremely popular. They're useful as supplementary material rather than basic textbooks, but I recommend them very highly.

Book-Lab publishes one title which we buy in quantity. This is Hip Reader, Volumes I and II. These two books are among the most popular in the Reader Development collection. They are intended for use in urban areas, I would say. They are probably most useful with young adults and then with people up to the age of 35, because they are illustrated with black-and-white photographs of younger people, all races. This book starts at pre-primer reading level, and the second volume ends with about fourth grade. It probably couldn't be used alone to teach reading, although I know plenty of people who have done it. And, it doesn't sound like Dick and Jane because it discusses things that adults and young adults care about. If you haven't seen this book, buy a copy right now. I mean it. It's the kind of material that's really necessary for people who have not been able to respond to traditional reading material. It's still a book, you know, but it's excellent.

Fearon Publishers is another one of those people. We don't buy too many items from Fearon, mainly because they publish, again, for the classroom, the regular classroom, but they do do a series called Pacemaker True Adventures. I think it has 12 volumes, and we rejected seven and bought five. But the five we bought we couldn't do without. These are true life adventure stories on a second- to fourth-grade level, and they are good. Now, for goodness sake, don't buy the whole series. Take a look at them and only buy the ones that are best. They are all written by the same person, but for some reason seven of them are horrible and five of them are great. But they are very, very good, and if you have need for leisure reading materials, Pacemaker True Adventures is one place to look. Each book consists of three short stories, six or seven pages long, and they're interesting.

They also have a couple of things in consumer education, diet, and so on that you might look into if you're interested.

Barnell-Loft is another educational publisher. They do a very interesting series called Specific Skill Series, which is made up of seven or eight titles, each of which consists of seven or eight books, so if you don't have a very big budget, it's a little difficult to keep them all in stock at the same time, but this is a superior series. The titles are things like Locating the Answer, Drawing Conclusions, Getting the Main Idea...In other words, reading comprehension, and the reading levels range in this series from about second to eighth grade. Very, very useful concentration on reading improvement, and they're very good. I'd recommend them.

I did not tell you all the publishers we order from. I certainly did not tell you all the publishers there are. I picked out things I thought were important. If anybody has any questions on specific items that I might know about or if anybody has any names of publishers or books to tell me, please do so.

I also want to tell you that my opinion is not necessarily the opinion of the Reader Development Program. It's only my own.

You will note that I have not mentioned audio-visual materials. That's because I haven't located any materials useful specifically for adult basic education, but I must admit that I have not investigated cassettes, only because I don't have the funds to do so. I do want to say, however, that the use of audio-visual materials cannot be over-emphasized as a means of providing information to adults who cannot read.

I'd like to call your attention particularly to the use of sound filmstrips, and I recommend the following producers to you: Guidance Associated in Pleasantville, New York. I have never seen a bad filmstrip produced by Guidance Associates. They are fantastic. Schloat Productions, Scott Education Division. These three producers fairly consistently produce things that can be used in adult basic education classes.

A new source, relatively, for reviewing audio-visual materials and hardware for librarians, is Library Journal Previews. If you haven't had a chance to see it, try to. I know educators have for a long time had sources of A-V reviews; librarians haven't. This is especially useful, because the reviews are geared towards general audience use. They are not an adult basic education source, but all materials are reviewed and graded. They are fairly reliable, and they also review hardware.

There is another source of leisure reading and subject books which both educators and librarians can consider: the shelves of the local public library. Much current popular fiction and nonfiction is written between the fifth- and eighth-grade level. Let me give you some examples, and these aren't particularly current. They are just things that somebody else has given me and some that we have worked on ourselves. *The Old Man and the Sea*, 3.7 level. *Dr. No* is 4.4. *The Grapes of Wrath* is 5.2. *Lady Sings the Blues* is 7.6. *Report from Engine Company 82* is 7.3. This is a comparatively untapped source. There is a tremendous amount of work involved in trying to use library materials for adult basic education. What you need is a reading formula; you need some kind of evaluation tool as well, and you need a lot of time.

The Free Library has tried to put together a committee to do this kind of work. We're just getting off the ground. We don't have any results as yet. The best information on this subject was provided by the Lyman Study at the University of Wisconsin. This study developed a Materials Analysis Criteria checklist, which I think is a very cumbersome tool to use, but it provides a good example of the kinds of things to consider when evaluating books for use with low reading level adults. The results of this study and copies of Materials Analysis Checklist can be found in the book, Library Materials in Service to the Adult New Reader. The author is Helen Lyman, and it was published by the American Library Association last year. This is an awfully long book to wade through, but I think this idea is something that we all need to consider because of the lack of money and available materials for use in adult basic education.

That's about all the general information I can give you, except I haven't told you how I select book, have I? Well, I do just what I told you to do. I look at publishers' catalogues, and make sure I have catalogues from the publishers I know. I go to any exhibit I hear about, regardless of how insignificant it may seem, and most important of all, I listen to other people in the field. Suprisingly enough, some of my best suggestions have come from someone who's not in adult basic education, but who's in education of emotionally disturbed adolescents. Look at the books that sort of touch your field peripherally. People in related fields may know about sources of materials that you haven't located yet. If, after all my warnings about this, you would like to see a copy of the Reader Development Bibliography, it's available from New Readers Press, and the cost is $2.50, and it's about 75 pages long. It's arranged by Reader Interest Categories, and has author and series indexes. But don't rely on it.

Before I close, I would like to leave my assigned topic of discussion and speak for a moment to the adult educators here today. One common complaint I have heard time and again from librarians all over the country is that adult educators refuse to cooperate with each other. The State Department of Education people won't talk to the Laubach people. The Laubach people won't talk to the Literacy Volunteers of America. Ladies and gentlemen, there are enough illiterates to go around. If we all cooperate, referring those whom we cannot serve to other agencies, discussing theories, methods, and materials with each other, we may begin to solve the problem of illiteracy in our nation. Thank you.

PUBLISHERS OF ADULT BASIC EDUCATION MATERIALS USED BY THE READER DEVELOPMENT PROGRAM

TRADE PUBLISHERS

Steck-Vaughn

Scholastic

Doubleday

Noble and Noble

Holt, Rinehart and Winston

McGraw-Hill
and their Webster Division
and California Test Bureau

Follett

Less Important Trade Publishers

Scott Foresman

Houghton Mifflin

(Readers Digest)

SPECIAL PUBLISHERS

New Readers Press
P.O. Box 131
Syracuse, New York 13210

Gifted Teachers Books (Photophonics I and II and Photocabulary)
Distributed by Oddo Publishing Co.
Beauregard Blvd.
Fayetteville, Georgia 30214

Book-Lab, Inc. (Hip Reader)
1449 37th Street
Brooklyn, New York 11218

Fearon Publishers (BE SELECTIVE)
6 Davis Drive
Belmont, California 94002

Barnell-Loft (Specific Skills Series)
958 Church Street
Baldwin, New York 11510

THE NEWEST APPALACHIAN PROJECT LIBRARY

Mrs. Emily Anthony, Director
Northeast Georgia Regional Library
Clarksville, Georgia

Ann told you this morning that the first year of this AAEC Demonstration Project they funded four state programs, and last year they replicated the program in Georgia. Our library system was the one selected.

I had the opportunity of going to Helen Lyman's workshop on Library Programs and Services for the Disadvantaged at the University of Wisconsin last spring. Miss Lyman has done extensive studies on selecting materials for disadvantaged adults. Following this workshop, where I met Lois Fleming, by the way, I went directly to Morehead University, Kentucky, for a week's introduction to the AAEC and the Program for Correlating Library Services and Adult Basic Education. I was overwhelmed. I went home in an absolute panic, because in the first place, we are a very small library system. Our's is a four-county system, Appalachian counties in northeast Georgia. We have a total population of 57,000 scattered over 1,000 square miles. We have a headquarters library, five branches, one bookmobile and a small budget.

So my first feeling was that I couldn't do any of the things I had heard about. In the first place, I didn't even know what they were talking about, and if I had, I couldn't have done it when I got back home, because when you're short of staff you can't spend five days a week evaluating materials. It all seemed totally outside of anything that was possible for us. So if you feel a little like this, perhaps you fit in my category. If you have lots of money and lots of people to work with, you might want to go out and get a cup of coffee, because I can't relate to your situation.

But if you are from a small library, and you don't have much money to work with, and you have a minimal staff or you have real good people but they are not experts in the field of adult education, you can relate to what I have to say. You just have to start where you are, and that is what I want to tell you; how the Northeast Georgia Regional Library started, where we were, and where we are now, and where we hope we will go as a result of this program, and what it has done to us.

The first part of it came, as I said, after a week in Wisconsin and a week in Morehead and a week in the bed. I began to mull it all around in my mind and ask just what is it going to do to us. We had to do a lot of self-searching and analysis. At that time we didn't have a good adult program of education in our four counties. We had only two teachers, sisters in a Catholic teaching order, who were doing a wonderful job. But they were working under difficult circumstances, not enough money, few materials, poor quarters, lots of problems.

So we started where we were, but we had to realize that our target population could not be only the 25 people enrolled in adult education classes. In our service area, according to 1970 Census information, we have 10,067 persons, 25 years old and over, who completed less than the seventh grade. So we could not concentrate on 25 people. We focused on those, because they were a "captive", identified audience, but we realized that whatever we did with these few people, whatever we learned, either in handling materials or in handling ourselves or in shaping our services, had to be directed at a larger audience than those in the adult education program. So will you please take whatever I say in that context?

We looked at our library holdings and asked ourselves "Suppose Mr. Jones walked into the library. He needs some information. His reading level is about 5th grade. What do we have to offer him?" We found that we had to answer "Practically nothing". What we had at the fifth grade level was all presented in a manner and format, and housed in the library for children. So beginning with the premise that we were not prepared at all to help the people we wanted to, we had to then face the problem of how to change the situation. Let me say here that we had the AAEC project staff, so we started ahead of the game, but we also realized that this was a one-year funding program, and we could not depend on that project staff to do everything for us. They have been invaluable in working with us in assessing our beginning holdings and in selecting the prime materials that Melissa talked about, but the library program for the disadvantaged or non-reading adult we have tried to see as something we are starting now and that will continue to grow whether we are re-funded or attached to any kind of special program, because this is being realistic. We wanted the program to be a developing, expanding sort of thing, continuing to benefit the people in our service area, and a part of our total program of library services.

Next we took a very close look at what we could do for maximum use of the materials we had, little as they might be. The first and most effective thing we did, and it didn't cost us a penny, except some strained muscles and staff time, was to interfile all of our nonfiction. We spent about two weeks and had the most horrible mess in the library, because it entailed moving everything, but we inter-filed every single piece of nonfiction in the library.

You may encounter some resistance to this but I believe when it is done your staff will agree that it is great. It simplifies shelving, for one thing, but the greatest benefit is that everything we have on any subject is seen all together in one place. We immediately began to see patrons, whether we would have classified them as disadvantaged or culturally deprived or whatever, were using a wide gamut of materials. We realized that all of us may be "illiterate" in some subjects, or many, and often need the simplest rather than the advanced materials, or sometimes a combination of both. This pleasing result gave us a feel for the kind of thing we hoped to do.

Another extremely important thing we had to do was to try to find out just who we were talking about when we focused on these 10,000 people. What were their characteristics, other than the fact in the census that they were over 25 and only finished seven grades or less in school. This didn't tell us much about the people themselves. In our service area we are predominately white, rural Appalachian. Only one county has a sizeable black population, about 20%. We have no other minority groups nor citizens who speak English as a second language. Although in the first ABE class that met in the library we had five Korean students. So be prepared for the unexpected, too. By talking to various agencies that worked with this particular group we tried to add to our information about the people we wanted to reach, what they would respond to, what their needs were and how we might adapt our services to their needs. This entailed a lot of little things, but they can be pretty important. One of them and one that's very obvious, and sometimes causes problems, is your library hours. We found that some of our libraries were not open at a time when the people to whom we wanted to extend service could get to the libraries. We also found, or we realized, that often-times the atmosphere of a library is intimidating to the nonlibrary user. You walk in, and there's the card catalogue, you know, and other mysterious terms and activities that sort of put you off. Everybody seems to know what they're doing and to be doing it, and kind of look through you or around you. The feeling can be much the same one I used to get when I went to the school where my children were enrolled, that they wished I would go home.

This is something that librarians often don't realize. We are so accustomed to our own little comfortable place, and we're so print-oriented and so thing-oriented that we don't realize that many people find this difficult or even forbidding and frightening. We build all our lovely libraries, for which we fight tooth and nail. We make our careful selections and get it pretty on the shelves, and put up bulletin boards, and smile. We do all the things the library schools say you should do. So why don't all of the people come and use our services.

Well, that isn't enough. We can't sit and wait, because all things don't come. We've got to go out where the action is. We have to forget the traditional role of services all neat and quiet in pretty buildings and actively reach out, to call attention to what we have to fill the needs of our patrons, and we must have something they need. Maybe it will mean changing your idea of what the role of the library really is. No longer is it enough for the library to serve the educational and recreational reading needs. We must fill the role of providing survival information. Where else are the people in our target group going to turn for this type of information? Are there other resources so readily available to them? I believe we are the obvious and essential source of information for the survival skills, or coping skills, as Ann uses the term.

So you have two prime questions to consider. Who is our client, our target; and what do we want to do for them? Are we going to try to make them conform to our middle-class standard of what it would be nice for them to read, or are we going to have what they need, where they will use it and in whatever form they can use?

This was the beginning for us. Some of the other practical things that we have done: the problem arose - "Now we have this material. What are we going to do with it? How are we going to handle it?" So much of it is what we had heretofore called vertical file material. Much is nonprint. It did not lend itself to handling in the conventional manner. We have been experimenting with different ways of displaying it. Most promising is the portable display which can be used in the library, on the bookmobile, taken to the learning centers and into the classrooms. We have used the type of display that you see in drugstores, having the little wire pockets which you push into pegboards. These are very adaptable, both in size and in the types of materials which they will hold.

Don't be afraid of being unorthodox in placing your materials. We have found, and I think this is obvious, that the things that you put out in front of people's eyes are the things that they use, because the nonlibrary user is still not going to do much browsing. They are not able to do much searching, so we're going to have the material easily found or our assistance readily available.

We have taken our bookmobiles to all of the adult education classes on a regular basis. This has worked beautifully. The learning centers are also included on the bookmobile schedule. We use our portable displays on the bookmobile, and one of the fringe benefits has been that the communities where classes meet have begun to use the bookmobile as well.

The first time we went to a learning center in one of the counties, the class happened to be held in a community service area next to a housing development, and there was a group of young boys playing basketball in the lot next door. They came over to see what was happening with the bookmobile. It's conspicuous, you know. It pulled up, and there was a great deal of horseplay and yackety-yack, but one of them checked out a book; and since then they come in larger numbers each time we go. We have used every opportunity and resource to explore areas of interest and fit our displays to the interests evident in each group.

One ABE class now meets in the library. Every effort is made to make all resources readily available to the class members. They have learned to browse and use all the materials we have. They seem comfortable with all areas of the library. How we can duplicate this result with other people, I don't know, but it does tell us something, that if we can do this with one group, then it is possible to do it with others.

One of our most effective ways of reaching a target population, and this is going beyond the ABE classes, is what we call our Outreach Librarian. She prepares slide programs, films, filmstrips, or lecture that she can take to a group, such as a nursing home, a day care cente or kindergarten, or a senior citizens group. Each time she presents a program she talks about other library services available. She may call on a service group, such as a mental health clinic, and say, "We are interested in your program. How can we at the library help you?" It seems that the impetus must come from the library. At this time a mental health group is now using a collection of books that we have furnished for them to work with their clients and as recreational reading for children that come with parents and have to be kept at the clinic while the parents are there for therapy.

So it all boils down to the same thing, that it's a one-to-one contact with the push coming from the public library, the reaching out saying, "Here we are. We are interested in what you are doing. We are interested and concerned about people that you are working with. May we work with you? May we help you? How can we supplement what you are doing? Is there something that you would like to have that perhaps through the library we could get for you?"

And it works. It's often slow, and you have to go back and back and back, but it still works, and everytime you reach another group or another person, it's all worthwhile and makes up for the discouragements that come.

We have found industry cooperative, but here again you have to make the first step, in person. Letters and telephone calls are no good. You have to go to them, and sometimes two and three times, because sometimes your first time contact is with somebody who is disinterested. We have found that if you reach the right person, they will let you use displays on their bulletin board; They are great recruiting forces, if you can get them to recommend people for the ABE classes.

I will mention briefly two other activities. One is sponsoring library tours for all the ABE classes. I have rather mixed feelings about these tours. They are good, as far as they go, but they need much followup, to be truly effective. The other thing, which has been most effective, both in establishing a good personal relationship with the class members and in general public relations, has been the graduation receptions held for those class members who pass the GED test. So far we have had three at the library. Persons involved in the adult education classes, library staff and personnel, local officials and interested persons all gather to honor the graduates and their families. The local papers have carried pictures and articles of these occasions. They have been a real pleasure for all concerned and the response has been terrific.

Let me say again, don't be afraid of being unorthodox. Don't get stuck in the mold of the traditional thing that libraries have always done and I believe you will find yourselves growing in the ways that matter.

LEADERS ON THE HOMEFRONT:

ABE AND THE JACKSONVILLE PUBLIC LIBRARY

Mr. Ezekiel Bryant, Director
ABE Program
Florida Junior College
Jacksonville, Florida

Mrs. Willye Dennis, Supervisor
Library Operated Outreach Project (LOOP)
Jacksonville Public Library
Jacksonville, Flroida

Good evening. It is indeed a pleasure to have the opportunity of participating on this program. It's one of the few conferences that I have attended where everyday has been right on key, and all the presenters have followed their assignments, and I hope we will continue that pattern.

First, I'd like to give you just a brief overview of the adult basic education program at Florida Junior College in Jacksonville. The adult basic education program in Duval County is operated by Florida Junior College. We are in 87 different locations, and out reach centers throughout Duval County, and at any given in the program we will have enrolled from 2205 to 2300 students. We have 135 part-time instructors employed in the program. Ninety percent of them are employed in the regular daytime program; that's K through 12 program. We have about five percent of our classes operating in the daytime, and we do have an adult center which operates traditionally in the downtown area.

The kinds of facilities that we are located in range from penal institutions, halfway houses, churches, community schools, regular schools, and even at the business site. We are in some businesses as well as some rehabilitation centers, such as Goodwill Industries, etc.

So we are in all segments of the community. I just wanted to mention those items so that you would kind of have a feel of the scope and the kind of program that are currently operative in Duval County.

Now we are listed here on the program as having a successful cooperative effort with the Jacksonville Public Library System. If by successful the implication is that we have reached some kind of panacea or we have arrived or we feel that we merit becoming a model or something of that nature, then personally I can't ascribe to that, because we are far, far from being in that category.

If by successful we mean that we are talking to each other, the lines of communication are open between the public library system and the adult basic education program, then yes, we are successful, because we know each other, we can ask questions and get answers from each other, we can relate to each other, we share. As the Director, I attend some of the meetings of the librarians, administrative staff; Mrs. Dennis representing the public library, attends meetings of the ABE staff, so we understand each other. She, as a librarian, has a listing of all of our centers' schedules. They have the listing of all of our textbooks, and from time to time we can emphasize certain books that we are using more than others, etc. So we are talking to each other, and the lines of communication are open, and generally I would say that we have taken the first giant step towards really combining our efforts to better service the adult population of Jacksonville who are involved in our program.

ABE in Jacksonville has been geared towards interagency cooperation. We work with the Laubach people, the Learn-to-Read people. Our ABE teachers, those who would like to, can depict the workshops of Learn to Read, Inc. We use the Laubach Learn to Read material, and also work with the county welfare department; so it's a technique for us to try to reach out, join hands and work with other existing agencies, because we're all working towards the same common goal.

So that, I would consider, a very brief overview.

MRS. WILLYE DENNIS:

I would like to say the only reason Mr. Bryant and I are far apart physically is because of the lack of closeness of these microphones.

When I read that we are leaders on the homefront, I felt very honored. I am a humble follower between two leaders, Mr. Bryant, who is representing the Florida Junior College, and my boss, Mr. Harry Brinton, from the Jacksonville Public Library. I stand in between them with, as I said, a humble quality.

I would like to tell you about the LOOP program, which means Library Operated Outreach Program. This program had its start during the summer of 1970, starting out basically as a summer program, representing a library who cares about people. We went about the City of Jacksonville with two trucks, and these two trucks were equipped with students, books in boxes, racks of other books, tables, chairs, water cans, salt tablets, projectors and screens. Where we found people, we gave service.

Because of the success of the program, the summer of 1971 we expanded and used three trucks. The 1972 summer saw us add a new program entitled, "LOVE", (Library Oral and Visual Experience). We kept growing by leaps and bounds, because we are a library who cares about people, and in March of 1973 we began a full-time program, making 76 stops weekly with two especially designed bookmobiles servicing people in Jacksonville. We service people from the pre-schooler to death. This means that we service elderly people who are in institutions, in Senior Citizen complexes, and all ages in between, to the other end of the spectrum, servicing the pre-schoolers, mostly those in attendance at Headstart and day care centers.

Within the context of this plan of operation, we service adult basic education centers. We felt that if there was a gap in our program it was servicing the adult, both young adult and the older adult. When we went full-time in March of '73, this gap was filled, because of Mr. Bryant's and Mr. Brinton's interest and care. Out of all of the adult basic education centers under Mr. Bryan direction, we service 13 of 87, and when Mrs. Fleming said you are to go to Miami and talk about this cooperative venture with the Florida Junior College, I first said, "We really aren't doing that much," but the more I have talked with people the more I have discovered, we are doing a whole lot. It's encouraging to me, because I think we have the incentive now to do even more. This gives you a background now of the LOOP program. That's one end of the cooperative venture, and Mr. Bryant, way on the other end of the table, represents the other end. We have some areas that we are going to cover. We said we were going to talk about distribution of library materials, the cooperative efforts we have used in selecting materials, and some aspects of our programs.

At the moment many of the prior speakers were talking, I wanted to get up and say, "No, that's not it," or "Yes, that is it." I hope that as we talk about it, some of the things that I wanted to mention I will not forget. As you view the exhibitors' materials there is an additional table there where materials are that we have actually used and materials which are successful, we think.

I am going to mention some specific titles when we get to that. Mr. Bryant?

MR. BRYANT:

You will notice we passed out a pink slip to be certain that we cover all of the points, or at least if we don't, you will have all of the points we have considered in coordinating this presentation. (See end of presentation) We are going to go down this list and discuss each point from both the perspective of the library and from the perspective of the ABE program. The first item is the LOOPmobile. I might say that the LOOPmobile program has the capability of scheduling only thirteen centers at a time, because they have two units, and the schedule only permits that, but we can rotate the thirteen centers around, which means that you do get more than just thirteen class centers covered by LOOP. The LOOPmobile pulling into an ABE center has had a great impact upon the class. Since teachers usually have adult students for three hours, the LOOPmobile coming in weekly, bringing materials, offers flexibility, variety, and something different. The rapport between the staff of the LOOPmobile, teachers, and students has been magnificent and very successful. It has had an impact on the total community, because anyone who comes up to the LOOPmobile can be serviced. When they pull into a stop, they don't just service the adults in our ABE class, but anyone else who comes out. We have had instances of actually moving the LOOPmobile from an ABE center, and then observe the development of a community LOOP-stop because of the visitation pattern which had been established.

The second item refers to the fact that adult students may secure library cards through ABE classes. A library card is not a necessity to check out materials from this LOOPmobile when it pulls into an ABE center. The library staff, in their wisdom, did not want to throw up a barrier to turn people off with regulations and that kind of thing. Students can check out paperback specials and other selected materials, with the understanding that the inventory on the LOOPmobile was specially selected for them. They can go and check these thing out without a library card. We in the ABE program, however, have encouraged our people to go through the process of securing library cards so that they can use these cards at any center throughout the entire city. They also can have the same pride as other citizens in being a library card carrier, whatever satisfaction that has. So that is what the library cards have meant to us, and throughout all of our ABE classes the procedures for getting a library card are operative. Teachers know what to do to help their students get cards and encourage them to do that.

MRS. DENNIS:

I wanted to say that many of the patrons we serve in the centers deem it a honor to secure a library card. Now many of us will take getting a library card for granted, but this is not taken for granted with many of the ABE patrons. So please, if you have the opportunity to work with persons in adult basic education, encourage them to secure a card.

It's a big issue with them to secure a library card, and it's amusing sometimes because in our system we require identification, and sometimes it takes a lot of explanation to tell them why we need identification, but since I work with children also, we tell the children that it's because your parents pay taxes. We tell many of the adults, "You are a taxpayer. You're supposed to have a library card."

We also use this deal about, "Don't you want all of the librarians to work, not just people on the LOOPmobile? Don't you want all the librarians to work?" This will work with some of the children, but even they will say, "No, I don't want the librarians to work." But if you say, "Don't you want the people to work? Yes. Get a library card and make them work. Okay."

Use a little imagination with people. When the ABE students get their library cards and use the bookmobile, (it's difficult for me to say bookmobile, because I don't want you to think that I'm talking about the standard or traditional bookmobile, we usually say the LOOPmobile) it's really a thrill! The next week the library card is issued to the ABE student and we'll say, "This number on your library card is yours only. That's your number. Nobody else in the library system has that number." Very meaningful to the patron.

MR. BRYANT:

When the LOOPmobile pulls into an ABE center, it is possible for teachers to arrange with the staff to make special audio-visual presentations to that class. This expands the role and the library staff. The library can make available to the ABE teachers the kinds of audio-visual materials and resources available. Then the ABE teachers can request that the mobile unit will come by on schedule, and we have had instances wherein a member of the staff will get off the unit at that particular center, showing film or making some kind of visual presentation, and the LOOPmobile will go on and make its other stops, and come back by and pick up that staff member and equipment.

So you can take these beginnings and see how, with some imagination and ingenuity, you can expand this kind of thinking. Getting audio-visual presentations from your library staff can augment learning activities at centers. It has been done. It should be expanded.

MRS. DENNIS:

I want to comment on number four. When you put this down, library branch units throughout the city are available for scheduling of ABE class visits, at the present time in our particular system this is not happening, but I was pleased to hear people who spoke before say that this is happening in their area, and we felt this would be a possibility to throw out to you.

MR. BRYANT:

It's not happening, but it can happen. I mean, there's no legal requirement to prevent it from happening. We have how many libraries and branches?

MRS. DENNIS:

We have ten branches.

MR. BRYANT:

Ten branches, and there are ABE classes throughout the city. If we ran into a situation where there was no facility to have an ABE class, and there was a need in a certain community, there are no legalities to prevent us from using a conference room in the neighborhood library on nights for the class meetings, if the library is open.

MRS. DENNIS:

Do you want me to go ahead on number five?

MR. BRYANT:

Yes.

MRS. DENNIS:

"Public library system solicits recommendation on books most appropriate for ABE students from ABE staff." Mr. Bryant and I have worked very closely, because you heard several times that securing materials for persons enrolled in adult basic education classes is difficult, so recommendations have been made, and we have searched and travelled in order to get materials. I was so pleased to hear Ms. Forinash mention about these, as well as the New Readers Press, because we are already using these materials. *The Hip Reader* is highly popular. I could not locate a copy of that title to bring, but I do have several copies of materials from Steck-Vaughn just to give you an idea. You have seen these possibly on exhibit. Another popular title is, "*Our Florida*," a pocketbook. This is one of the books from New Readers Press that is a follow up of the Laubach method of teaching reading. I have worked with the Jacksonville Branch of Learn to Read tutors who use the Laubach method, to let them know that we needed materials to follow up so a person who will have learned how to read, can locate supplemental materials he can read. Several recommendations have been made from this source.

I want to say that some of the people who are just learning how to read do use children's materials. We have a man who has just learned how to read who is 86, and he has read every "I Can Read" book in the library, and he's starting all over again. I tried to encourage him to read other material, but he won't. I purchased a newspaper that was mentioned by Laubach, New Readers Press publishes, and I said, "Now, you can read this." He said, "I can read it, but I'm not going to read it. I want 'Green Eggs and Ham' again." I said, "Well, now you have read that." I mentioned to him two books on people like Booker T. Washington, because I figured during his youth, he would remember that Booker T. Washington was a popular man, and he said, "Yeah, Booker T. Washington, I guess, was a good man, but I don't want to read about him. I want to read 'Green Eggs and Ham' again." So we just gave him "Green Eggs and Ham", but he's reading, isn't he? And he is so pleased that he can read, and I'm reading "Green Eggs and Ham," too.

We must not assume that adults will not read children's materials. I asked Mr. Brinton if he could take the Children's Department label off the door of our Children's Department so that adults who have just learned how to read and teens who are having reading problems would not feel reluctant to come to the Department. If we can go ahead and use children's materials - materials which will help individuals who are learning to read, why not? Our responsibility is to assist persons in their reading development.

Another series that was not mentioned was a series that was put out by Xerox called, "The Way It Is." This is a very popular series, and you might also want to be informed of that.

I do want to emphasize about the Hip Reader. The Hip Reader is very popular. In fact, the Hip Reader is probably for young adults, because we have a lot of young adults who are or who could be categorized as adults because they're not in school, they're over 16, and they can't read, so we use the Hip Reader. The word "Hip" is important to a teenager, because they want to be hip. The materials of Steck-Vaughn, the materials that Mr. Bryant put me in touch with, we have the entire series, and we also have a Golden Legacy Series that is popular also with the dropouts, because it's highly illustrative. Sometimes I have gone to a branch where our outreach program is based, and high school dropouts will have something like, "Sports Illustrated," and right in the center or somewhere in "Sports Illustrated" they'll have one of these Golden Legacy Series titles inside the "Sports Illustrated" Magazine as if they are reading the Sports Illustrated Magazine. Of course, you have to learn not to say anything, except, "Man, I saw you reading the latest issue of 'Sports Illustrated'."

Another thing that we have done in our library system is to recommend some of these materials that we are using on the LOOPmobile to our adult services chief, who in turn has recommended them to the branch librarians for inclusion in our regular collection. We have some persons on our staff who are tutoring using the Laubach teaching method, and they need supplemental reading materials which would be suitable for their students. We hope soon to have these materials in the Haydon Burns Library as well as in all of our branches. We have not mentioned we use the Scope Series; in fact, the elementary teachers have found that if you have the Scope Series on the LOOPmobile, they will check out all of them. We have had to order this series over and over again.

MR. BRYANT:

Very good. A moment ago, I had this sheet out of focus, and I reached to Item 6, ABE class meeting sites, when we were really on library branch serving as places for class visits, and I did want to make this comment, because I have heard several references to the experiences that others have had with library visits.

It's been our experience in Duval County that adult basic education classes which have been properly conditioned by the teacher and prepared by the teacher, brought to a state of readiness by the teacher, go into the library, we have had very successful tours of that library. But not a tour in the sense that you line up and walk through, but in the sense that you are prepared and when you go in, the librarian is expecting you; slides and certain things have been done. They can see a film, they can check out a painting, they can understand that certain sections of materials have been prearranged and put there for them. On the college campus, teachers can have certain books put on reserve for students. Well, ABE people can have certain books put on reserve for ABE classes in the library.

We have here in this audience some ten teachers from Florida Junior College, and if there were time, some of them could certainly assist on this presentation by sharing their experience in ABE and library cooperation. It is a technique which has great potential, providing it's teacher initiated. I don't think the librarian could say, "You all come," and success would follow but I think the teacher must see the merit in it and condition the students. All this comes back again to the teachers and librarians talking to each other, and going through some kind of preliminary steps prior to the visitation.

MRS. DENNIS:

Let me mention one thing, Mr. Bryant. I have a publication that we use called "What Is a Library?". A teacher can introduce her students to the library before she takes them to a library on tour, and when the teacher gets to the library with her students or his students, the students will have some idea of what's in the library.

This Publication has been used by some of the teachers. I wish we did have time for one of the teachers to tell you about some of the experiences that she has had in bringing her class to the library, via LOOP but time would not permit, but I do want to go back under materials and mention that Mrs. Wynn, one of the ABE teachers, uses one book found on the LOOPmobile almost like a textbook, because the book has stories in it with which the people in her class can relate. The title is "People in Livingston".

MR. BRYANT:

I really think that the downtown library in Jacksonville is certainly one of the most beautiful libraries in the United States. It is really something to see, and in all of that plushness, whenever I, as ABE Director, to to the library, I can move right on up to the third floor and into the big, plush office of Mr. Brinton, Director of the Jacksonville Library System. This kind of V.I.P. treatment is what is accorded to the Mayor of the city. Well, I'm just an ABE man, but when I get there, that's the kind of treatment I get. So this shows that the library system does place great priority on servicing this segment of the Jacksonville population. ABE classes are scheduled to go in there, and have a cinema showcase, which provides them the opportunity to go there and see special movies. They may check out paintings, check out records or they can listen to them there. We've had excellent cooperation from the staff, and somehow the librarians throughout the system seem to have been sensitized to receiving the ABE teachers who cluster around these different branches with their respective classes. There's excellent rapport, not only on the administrative level, or Mr. Brinton, Mrs. Dennis and I, but also between the local teacher out in the church across the street and the librarian in the library.

MRS. DENNIS:

Well, I just wish we had more time so that we could really tell you about the fine staff we have in the Jacksonville Public library, and what a good job they are doing and also about our beautiful building. I'm sure we would probably be hearing you talk about us.

But for sake of time, we want to mention that the adult reading education students, when they are brought into the library, also learn how to use the Xerox machine, and we have used this illustration, because it's something they can relate to and say, "You've the only insurance policy, and suppose it burns up?" You can make a copy of that policy at any time for about 40 cents, really.

You see, this moves lots of adults. You can make a copy of your Social Security Card. You can make a copy of your food stamps card. You also learn about microfilm, and the microfilm reader, and I like to work with people on the microfilm reader, because I say, "What is your birth date?" And they'll say, "Well, 1930, 1940." "Wouldn't you like to know what was happening in the United States on your birthday?" "Sure." "You can find out by reading the newspaper published on your birthday on microfilm." This makes it more meaningful to them.

Mr. Bryant has already mentioned about all the other things we have, and he mentioned about the staff's work with the students. I must mention the staff on the LOOP unit, because staff is important. You may have one, you may have four units, but if you don't have people who care, this is all for nothing.

The staff I want to talk about in our library system are those on the LOOPmobiles. We have people who really care, and I'm not saying that because I chose some of these individuals, but I'm saying it because it's true. So if you want to visit us at any time, I think Mr. Brinton and I would welcome you to the Jacksonville Public Library, and the LOOP program.

AREAS OF COOPERATION

Between

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

AND

THE JACKSONVILLE PUBLIC LIBRARY SYSTEM

I.

Selected A.B.E. Centers are serviced weekly through visitations of the L.O.O.P. (Library Operated Outread Program) Mobile units.

II.

Adult students may secure Library cards through A.B.E. classes.

III.

Special audio-visual presentations can be provided by the Library staff upon request.

IV.

Library Branch units throughout the city are available for scheduling of A.B.E. class visits.

V.

Public Library system solicits recommendations on books most appropriate for A.B.E. students from A.B.E. Staff.

VI.

Public Libraries are available for A.B.E. class meeting sites.

VII.

The Downtown Library is available as a destination for scheduling of class field trips, activities including tours, cinema showcase and instructions in use of Library facilities.

VII.

Adult Basic Education classes serve as distribution points for certain kinds of Library materials.

WHAT'S THE NAME OF THE GAME?

Dr. Charles Divita, Head
Adult Education Program
Florida International University
Miami, Florida

Thank you Jim, for that introduction. I hated to hear you stop, it sounded so good.

I think my most valuable experience in terms of learning anything about trying to get a community to do something or trying to get committees to do something came while I was working in Colorado, out of a Colorado base, but working really from Alaska to New Mexico, from Minnesota to Arizona, in 16 states and in 35 pilot communities. Based upon that experience I came to a conclusion that summarizes everything that I learned, and I'd like to share that with you.

This is the conclusion: that getting something done around here is like making elephants, in that it is done at very high levels, is accomplished with a great deal of roaring and screaming, and it usually takes two years to get any results.

I'm hoping that as an outgrowth of this conference we can eliminate the bottom three things and really get something done. The conference is going to end today, but I think it's really the beginning of something.

I'd like to talk a little about what I think the task is in terms of getting agencies to work together, and I might also add that getting libraries and ABE programs to work together is just a drop in the bucket. I think we're going to have to expand out to a number of other agencies if we're going to solve the problem. of adult education. Libraries and ABE programs cannot do it alone, but that is a beginning. It is a ripple in a pond, and I think that ripple can spread out to involve other agencies that need to be involved.

All of us are in the business of developing programs of different kinds, whether we're in adult basic education programs or in the library. Most of us tend to work at what I might call an activity level. We set up specific activities, like a teacher in a classroom might plan an activity for a student.

He or she goes through a certain program development process of finding out what the learner needs, selecting materials, providing instructions, diagnosing learning difficulties, evaluating instruction etc. But program development also occurs at an institutional level, so that you have in this community right now the Dade County School System involved in a process of program development. We have Jackson Memorial Hospital involved in that process, the Dade County Public Safety Department, and libraries are involved in program development processes.

We, too often I think, work just at these two levels, and we can work within our own institutional framework at these two levels. We don't need to work with anyone else, really, except people like us, but the kind of thing we've been talking about here, the inter-agency cooperation, gets out of working just in an institutional framework. It gets out of working just in a classroom all by yourself and starts to see that there are other people in the community who have a common set of goals and problems, and that we ought to be working together at a community level in developing these programs. This is a very difficult thing, because we haven't had much practice at doing it and because it gets inherently more complex as you try to do something about the community-wide problems.

Well, why are we in the business of starting out? Why are we in the library business? Why are we in the education business? I think we are all involved with an agency in order to provide some services to people. We are trying to help people solve problems and meet their needs.

So I think it's appropriate to take a quick look at what some of the needs are of people, that we say we're going to meet. I'll use Maslow for this example. Abraham Maslow says that man has a hierarchy of needs, ranging from the most basic-to-survival, physical needs, running on through less essential to direct survival but still important, safety needs, the need for belongingness, the need for self-work, for self-esteem, and then finally the need for self-fulfillment. All of us as we sit in this room right now have these needs.

Now for some of us who went to the party last night, physical needs may be our most prevalent need at this point in time. Maybe we're sleepy, or maybe we have a headache. Maybe it's safety needs. As I was driving over here this morning, the primary thing on my mind was safety, as I was traveling on the Palmetto Expressway. Perhaps it's love and belongingness needs. Maybe you had a fight with your husband or wife last night, and that's what's on your mind right now. Maybe it's self-esteem, self-worth. People either verbally or non-verbally tell you you've got something to contribute, and at different points in time this will become the most important thing.

Finally the need for self-fulfillment, self-actualization, in essence becoming everything that you are capable of becoming, and who among us has done that?

Maslow gave an example of self-actualization as being a man going out, climbing a mountain, simply because it was there, self-direction. Maslow referred to that as a peak experience.

I might add that the clientele we are talking about here, the adult basic education student, have all these needs, just like we do. He's no different from me and you with the exception of education and maybe level of income.

A very important thing to remember about their needs is that they are integrated and intermeshed within a human being. All of us have these needs and they're integrated. We do not approach solving our problems one at a time. We don't get up on Tuesday and worry about physical needs, on Wednesday social needs, on Thursday survival needs, and so forth. They're all there within us, and at any given point in time they might emerge. Man is an integrated whole being with all his needs.

So, in response to the needs that man has, we have created a number of different kinds of agencies whose sole purpose is to help people solve problems. If the agencies aren't helping people solve problems, then they don't have any business existing. But we have set up economic agencies, social, religious, family, political agencies, educational, right on down the line. The trouble is that we have fragmented man's needs. We have organized agencies around one need essentially. Agencies are geared up to work on only one need, rather than to work on the complex of needs that a man has, the interrelated needs. Therefore, if you're going to treat a man as he really is, the integrated whole being of complex needs, then somehow we have to integrate the services of various agencies, and we haven't done that.

Let me give you an example of how we haven't done that. These statistics you have heard about three times, so here's time number four, but they're pertinent to my example. The '70 Census said there are 110 million adults 25 years of age or older. Of that number, six million have less than a fifth-grade level education and are defined as functionally illiterate. They might be able to read and write some, but for all practical purposes they are functionally illiterate in our highly literate society. Twenty-one million, less than eighth grade, simply called under-educated, 50 million, less than high school, and I think you've heard some slightly different figures, but these happen to be mine.

As a result of this problem, we launched back in 1964 what was called the adult basic education program. Ten years have gone by since we started this program, and in ten years it involved something like two or three million adults in the ABE program. Two to three million in ten years. That's not very much, when you consider the size of the problem. We haven't made a whole lot of progress. As a matter of fact, the problem is getting worse, because each year about a million kids drop out of school. I heard someone say three million. So in those same ten years that we've reached two to three million adults in the ABE program, in that same ten years we have conservatively added ten million to these ranks.

When we first recognized this problem and decided to do something about it, we immediately branded it as an educational problem. When you look at statistics, you think this is an educational problem, but what kinds of other problems could occur in the life of, let's say, the 21 million people who function at less than an eighth-grade level of education? What kinds of things do you think characterize their life style? Anybody?

WOMAN IN AUDIENCE:

Employment.

Dr. DIVITA:

All right, employment, probably unemployment or underemployed.

SECOND WOMAN IN AUDIENCE:

Health.

Dr. DIVITA:

All right, I would say lower life expectancy, higher instances of communicable diesease.

THIRD WOMAN IN AUDIENCE:

Higher crime rate.

Dr. DIVITA:

Higher crime rates.

FOURTH WOMAN IN AUDIENCE:

Poor housing.

Dr. DIVITA:

Poor housing. Probably racial discrimination, probably higher rates of things like suicides, apathy, despair, anxiety, a whole cluster of things. But when we first saw the problem, we did what we have been doing. We labeled it as an educational problem and threw the ball to the schools, because schools handle educational problems. But, if you look at any people problem, and this is a people problem, and you examine it closely, you find that just education is not the answer, that there are a lot of other problems interrelated with what you first described as education.

Here's how we have responded to this problem of the target population. Let's say we have 21 million adults who have less than an eighth-grade education (these are all hypothetical figures). Perhaps we have a welfare office offering services to about 34 percent of the people. The other 66 aren't getting any services. Research bears this out, that most of the people who need welfare are, as a hard fact, not getting it. May be we have the ABE and G.E.D., General Educational Development program, maybe reaching 17 percent of the target population, and the other 83 percent aren't getting any services from this agency. I wish we were hitting that many. We're not. Maybe we have the informant service along with the program called E.N.P., which is the Expanded Nutrition Program operated by the Department of Agriculture. Maybe they are teaming up and hitting 21 percent of the target population, and the other 79 percent aren't getting any services from these agencies.

The example shows that there are many people in the target population who aren't getting anything. The example shows that most people who were getting something were getting services from one agency, were having one need worked on, be that an educational need or a welfare check, or a pair of glasses or whatever else might be provided by this office, or some employment counseling, maybe vocational training, or maybe something about their diet. The problem is everybody in this target population probably has all of these things, all of these problems, and probably could use the services of all these agencies, but because of a lack of communication and coordinating programs, the target population fails to get a blanket approach from all of the agencies. It was a piece-meal approach, and it still is a piece-meal approach. We have many people in adult basic education who could use the services of the library and a whole host of Dade County's 1,400 agencies, but because of lack of communication, this is left to chance.

I think interagency planning could take care of that. It would be by design, rather than by accident.

Summarizing then, I think what we have done is we have offered unidimensional approaches to multidimensional problems. They're not just education; they have many, many facets to them. We have tended to go in with one solution. We have tended to go in just the field of education or just give them something to upgrade their diet or just give them job training, and that's not going to work, in my opinion.

If any of you have ever been to downtown St. Louis, you will see about 40 high-rise low-income houses less than 20 years old that they're now tearing down. The reason why is that there was a multidimensional problem there, of crime, and all the other things we talked about, education, low income, etc.. Somebody applied one of their unidimensional approaches called housing to the problems, but all of the people in the brand new houses didn't receive anything else in the way of recreation or education and things like that. They're tearing all of that down now. It didn't work.

We have the diversity of agencies that I think we need to solve most of our problems. I don't think we need another agency in Dade County. With 1,400 I can't conceive of 1,401 making a difference. We've got the diversity. I think what we haven't got is the convergence of services for people, and I think this conference is a beginning in that direction.

So the task before any interagency coordinating council or any agencies that are trying to work together, is to try to do something about isolated programs. Isolated programs, in other words, a library staying in their framework and not knowing what's happening anywhere else, or the ABE program staying in their framework, etc., leads to duplications of effort. It leads to gaps, it leads to competition, leads to suspicion, it leads to a narrow perspective of thinking that we have "the solution" when I don't think there is a "the solution" to the kinds of problems we've been talking about. All of this equals relative inefficiency and ineffectiveness.

I think the task before us, and it's an ideal. I think we have to have the ideal or else we get wrapped up in day to day living and don't know where we're going. The ideal of this would be to develop a linked community, one which mobilizes all of its resources for the solution of its problems.

In other words, we would identify a problem and would look at all the dimensions of the problem. Then we'd look at the rate of resources and select from those the ones that can make a contribution to solving the problem. We haven't done that.

We have labeled the problem school, and it really isn't school. We have labeled the problem health, and we turn it over to the public health agency.

It may take another definition of community. I think that's one of the big problems: we've got a static definition of community. We say a community is Dade County, or we say a community is some geographic or political area. I think maybe we ought to define community around problems, and as the problem changes, so does the definition of community. Coral Gables has a problem of getting the garbage picked up sometimes. That's Coral Gables' problem. Hialeah can't do anything about that. So the definition of community in that example should be Coral Gables. Another example, typhoid breaks out in Homestead. Is that Homestead's problem? The definition of community has to change. There has to be a different complex interaction pattern in order to solve the problem, and I think we need to move that way.

I wouldn't dare offer you an ideal to shoot for, unless I gave you a suggestion on how to proceed toward that ideal, and it's a very simple one. There's nothing novel about it, but it's the hardest one. It's the first step, and that's what you're taking here today, not the last but the first step: to develop communication linkages among and between agencies, organizations, the institutions and individuals, in order that the system of the community functions as a coordinated unit. That's the first step, to get together like this. It's to learn who heads a library program in your community or who is involved in the ABE program and what each other does and what kind of common goals you have. Just to meet each other, that's the first step, that's the awareness stage. I hope you leave this meeting at the interest stage, and you go out and seek some more information. I hope you will evaluate internally, and I hope you will try something on a trial basis. I hope you will adopt an innovation, the innovation being working together with people in other agencies to provide better services to people.

So we've been talking about why you haven't worked together. I guess the next question might be who do I work together with. It should be the members of any kind of interagency council or interagency cooperating planning effort. I mentioned 1,400 agencies in Dade County. Take your pick. There are a couple. The ones represented here today, Adult Basic Education, G.E.D., and the General Adult Education Program, all come together under the Dade County Public School System or whatever county you happen to be from. They all work together at the state level, and, of course, libraries are here, but look at the other array of agencies that might make a contribution to what we're talking about: vocational-technical schools, business and industry, Chamber of Commerce, civic groups, welfare office, the expanded nutrition program that I mentione Salvation Army, museums, service for senior citizens, right on down the line.

All these people can have a role to play. Maybe you can't involve them all. Maybe it's not desirable to involve them all, but take your pick, depending on the kinds of problems you find. Take your pick from the array of resources that you think are needed to solve the problems.

You know what this means if you start getting people together like this. It means you work in a committee, right? How many of you have had a bad experience working in a committee? How many of you have dropped out of the thing because you felt like it was a waste of time? It wasn't getting anything done? Here's a definition of a committee. A committee is a group of the unprepared, appointed by the unwilling, to do the unnecessary. I think each of us has been a member of that kind of committee. So let's talk a little bit about maybe who ought to be on the committee, what kinds of people, what categories of people, what kinds of traits should they have.

I think that the committee people, members of the council or whatever they are, whatever you wish to call them, need to have authority. That doesn't mean they have to be the top person, but it does mean, that the person has been given authority by whoever the highest administrator is. Maybe it's not desirable to have the highest administrator. He or she often is too busy, wrapped up in too many other committees, but you can take somebody who has been delegated the authority and responsibility for making decisions and get a lot more done. Energy, I think, goes along with it. They have to have the energy and, of course, the imagination, the desire, and the time. We are all in this problem. I can't play "poor me" to anybody I know, because they just turn around and play it back and say, "Me too." We all have the problems of time, and it's going to take time. People who get involved in interagency planning at the very beginning had better realize it's going to take an extraordinary amount of time in the beginning. If you're not willing to give that extraordinary amount of time in the beginning, then you shouldn't get involved. It's going to take a lot of time in the beginning, and then things will taper off.

Expertise. In other words, they ought to have something here that relates to the kinds of problems you're trying to solve, and they ought to be picked for that reason.

Group skills. I think this is the most sorely neglected one. We can get the authority, I don't know if you can get the energy or not, we can get the time probably, and maybe we have the expertise, but you can bring all the experts in the world together, that are really committed to what you are trying to do, and if they don't know how to work effectively in a group or with a committee, then the thing dies.

I've been at meetings with very talented people, and I know you have been, too. Nothing gets done, because they didn't know how to get a group off dead center. This will kill a committee quicker than not having the authority or the energy or the time or the expertise, I think. It's just a frustration in not knowing how to get a group to move.

There's a little thing, that's important also called managerial grid, and I want to abstract from it a little bit. When you talk about the kinds of people you are going to have in your group or the atmosphere you want to prevail in your planning group, there are two dichotomies here. One is an individual's concern for somebody's feelings. Think about yourself as I talk about this: where do you fall when you get into a group? How much are you concerned about people's feelings? Or, how much are you concerned about getting the job done: turning out the work, meeting the objectives, productivity. Getting the job done might range from a low of one to a high of nine.

You will belong to some groups, and you will find a nine-one person. A nine-one person is the person who is high on objectives, low on feelings. This person says, "Work, work, work. The hell with human relations. Our job is to produce reports, not have a good time. We've got to work. Come on. Let's go. Drive. We're spending too much time learning who each other is, learning each other's names. There's no time for that. We've got a job to do, and we've only got an hour." He's called the superstar team member a lot of times.

The one-nine person has a job to do, too, but the one-nine person is minimally concerned about objectives, only a one, but is a nine on feelings: really concerned about people. "Let's don't get upset if we don't do a lot. After all, we're having a good time. We like one another." In the managerial grid he's classified as a hell of a nice guy type. We all know that person.

Then we have the nine-nine. Nine-nine is the integrator approach. Nine-nine people see that you have to be maximally concerned about getting the objectives met, but also you have to be concerned about people and their feelings. Being concerned about people and being concerned about objectives in a group is not mutually exclusive. As a matter of fact, you're not going to get anywhere unless you've got both of them, and that's the intergrated approach. If you get those kinds of people in your group, you're going to go someplace.

The five-five is a manipulator. He probably was a nine-one, "To hell with human relations. Our job is to turn out reports," but he saw that didn't work, and after a while he gave in and casually gave some effort to human relations, just to manipulate people. He's a compromising person.

Then we have the one-one. The one-one could care less about objectives and people's feelings. "This damned group isn't going to get anything done, because look at all the idiots on the committee," that type of orientation.

So, when you think about people, think about how they fit into this kind of scheme. Even if you don't think about it, your group will develop personality. The agency you work in today has a personality that fits into one of these patterns.

When people come to a council meeting or interagency planning meeting, they come with some problems. The problems they have when they walk into that room might be classified as a problem of identity. "Who am I here? Why am I here? What is Charles Divita? What purpose does he serve in this conference?" A problem of identity.

The problem of power influence. "You know, maybe this committee is a threat to me, because I'm going to be working with some very powerful people, and I'm used to being my own boss."

The problem of group goals and my individual needs. "Maybe I've got some individual needs that I'd like to have met, for me or my agency, and yet if the group is going to work together on group goals, to what extent is that going to jeopardize what I want?"

The problem of acceptance and intimacy. This is a big problem: the problem of not knowing how open to be, because "somebody may steal my program," or "they just want some money out of my budget." Or how close to be. That's what I mean by intimacy: I mean "openness

Because of this problem of intimacy, too often, I think people come together in any kind of an interagency situation, and they relate to one another as positions. At FIU I spend a great deal of my time relating to my Dean as a Dean, and he to me as one of his faculty members. We talk to each other as positions, we get some things done, but it's a very superficial kind of thing and not very satisfying to either one of us. I don't think there's an open flow of communications. We don't get all the cards out on the table. When people come into a room, they often start to relate to one another as positions rather than as people. So this is a problem.

But let's say we get the kind of people we want, and we start to work. The operational interagency council can start with just a library program in one district and just an adult education center in one district. It can start from that, and the concentric circles produced will slowly involve other agencies.

Whether or not they succeed, I think, will be contingent upon a number of things. They will live if they know the purpose and the goals, and they agree on them. They have some concensus about purpose; they have talked about it. If not, this will be a hindrance.

"We all know why we are here. We wouldn't have come unless we knew why we were here. Now we're here, and we can get to work." The effort will die if concensus has never happened.

If somebody said, "Hey, we just want to try to get some people together, and why don't you come on over?" "Why?" "Well, we just want to talk about some things." And then they just never reach any kind of concensus on what their mission is. The effort will die.

If they remain flexible, it will live. If they say, "This is the way we're going to do things," I have a feeling the first thing they attempt will be a success, because they show a procedure which is appropriate to their action. But if they try to use the same procedure for every kind of problem that comes up, they're going to fail probably.

Different ends that you are trying to achieve require different means, so you have to have flexible procedures. It will live if there's an open atmosphere, people relate to each other as people and not as positions, people can openly say how they feel about a subject; it will die if people swallow their feelings and leave mad, irritated, frustrated. They won't come back.

It will live if there is effective decision making. If it doesn't know how to make a decision, it will die. It will live, if there's a balance between group productivity: the group doing what it wants to do as a group, and the individual members also getting out of it what they want. There has to be a balance there. If it's too much individual, then you don't need the group. If it's too much group, then the individual is not going to see any vested interest in it for himself.

I think the leadership has to be shared. I think if it is, it will live. Leadership we have traditionally defined as a person: George Washington, Abraham Lincoln, Mao Tse Tung, when in fact leadership should be defined as a set of functions. And if it's a set of functions, then anybody can perform functions. We don't throw the ball to one person and say, "You're the leader," because when that person leaves or doesn't show up, then what happens?

I think there has to be cohesiveness within the group, unity of purpose, agreement on norms for operating, but at the same time I think you have to allow, again, for freedom for the individual.

It will live if individual abilities are used. Everybody is going to be vital to the effort, because they have some kind of special talent. People want to be used. They want their expertise used. And if you ignore that, they're not going to stick around.

It shouldn't be dominated by the leader, and I think if you have the shared leadership idea, it won't be. The moment it becomes a one-man show with the leader, then it won't be too long before everybody says, "Hey, he's just out to benefit his own program." It becomes "his" council or "her" council, and people aren't going to relate to that.

It will live if it evaluates itself, if it takes time to evaluate not only what kind of product and results are being achieved, but also the process that is being used. "Let's stop and look at ourselves as a group. You know, we're all bogged down right now, but let's examine why we're bogged down, because we're not going to solve the task until we talk about what our problem is here." So self-evaluation on the continuing basis, introspection,is important.

There has to be a balance between emotional and rational behaviors. In the live group this emotionalism will be channeled into productive efforts. In a group that's going to die, emotionalism will be swallowed. It won't be channeled into productive efforts.

So those are the kind of things that can, I think, make a group live or die. Outside of how you should operate as a group, it becomes a question of procedural questions in terms of developing cooperative programs. I'd like to suggest a model here that I think can be a guide. I think if you rigidly adhered to this, you're going to be doomed to failure, because it's not a flexible procedure. It's a static procedure, but it will make you stop and think about a number of things that need to be done in planning cooperative programs.

Particularly important when you are getting people from other agencies working together with different frames of reference, goals, ways of operating, is to build some kind of concensus philosophy together. Let everybody put their cards on the table about what their basic beliefs, attitudes, and values are about the various issues that you are considering. I don't think it's desirable that everybody agree on everything. I think that may be a rather boring kind of group to be in. However, I think there is a common flow of information that will come out, that everybody will put their foot on and say, "Yes, we'll call that a base for our group, and we all can agree on this." You've got to adhere to your purpose. You've got people buying what this group is about. Many times groups get together, and they immediately start to try to solve problems without determining what their common set of goals, attitudes, and values are. It's a very difficult thing to get an agency or an interagency philosophy developed.

The next step I think is to assess what people in the community or people in the group perceive as the needs, and wants. Plan out some kind of a strategy and do a needs assessment. Once that needs assessment is done, then you have your laundry list of all of these things that need to be done. Then comes the big job of putting them in priority, because priority eventually determines allocation of resources. Priorities are determined by people's attitudes, what they value most, and that's where your philosophy is going to come in handy. If you've done a good job there, your job in assigning priorities will be much easier. The next thing is to translate priorities into measurable objectives. Many groups die because they never have precise statements of objectives. They get together, and they say, "Well, our job is to improve education." Well, what does that mean? It means one thing to me. It probably means 100 things, if there are 100 people in this room, as to what "to improve education" means. Some people would say to improve education means to go back and tackle your reader: some would say closing down all the schools and using some kind of informal institution would improve education.

Write precise objectives that clearly communicate what your intent is. I think people of other agencies want to work together. That's why we're here. So do all these people out there want to work together, so where are we? I think one of the reasons we have problems accomplishing cooperation is that we have never clearly stated precisely what it is we want to do. We have set up these global type of goals, without ever really getting precise as to what we're after.

The next step is to do something. This is where you bring to bear the human, financial, and physical resources that are needed to solve the problem or to meet the objective. Too often we say we can't do it because we don't have any money, and we forget about the other resources that we do have. I think we can take a gigantic lead in the area of adult basic education and library services without any more money, just by better utilization of what we have. During each of these steps in the program development process, you should evaluate what you are doing, evaluate the product that you turn out, do your needs assessment, but also evaluate the process you went through to get it.

And finally, you need the internal type of evaluation done for the whole thing, so this is perhaps a tool that might be useful in getting an agency to systematically plan programs.

In summary, I think integrated, not fragmented approaches are necessary. Certainly it requires a knowledge of the problem and a belief in the mission that we're all about. Of course, it requires we cooperate with one another. Then comes the investments: time, effort, money, imagination. I think we can get more time. I think we can give more effort. I think we can get more money, but I'm not too sure we're getting more imagination.

If a number of agencies are going to work together on a common problem, these are a cluster of factors which affect success. The nature of the task affects whether or not you're going to succeed. The members you get into a group, what kind of norm operate in this group, how the group sees its purpose, the procedures you employ, the resources you have available, and the community within which all of this happens. If the community doesn't buy it, either designated power structure-wise or however, it probably won't succeed, because the context in which everything is happening can be a hostile one.

These are just some of the variables that I think affect agencies being able to work together effectively.

I have a little brochure I'd like to pass out to you or you can pick up if you're interested in it. It describes a cooperative interagency workshop that FIU can provide, and I'll go on record right now saying it won't cost any money. I'll donate my services, whatever I have, and will try to get some other people to volunteer, on interagency planning, if you're interested in it.

IDEAS FOR INITIATING COMMUNITY AGENCY COOPERATION

Mrs. Ann Gwin, Project Director
ABE-Library Center
Birmingham Public Library
Birmingham, Alabama

In planning a two-day institute to expand services to disadvantaged, the librarian or person responsible for the institute should assess the library in terms of its current outreach program, the resources and the allocation of funds. A written survey of the community characteristics, educational opportunities and human resource agencies will prove to be valuable in conducting a two-day planning session. After preplanning - gathering the community information, data and review of the library program and resources, the librarian should identify persons in the community and the agencies likely to contribute to a planning session. If the librarian or institute director is hoping to plan activities for the undereducated adults, he/she should invite those agencies or persons who are also concerned with the target group. It is essential that the institute director include those persons who are responsible for decision-making and support such as the school superintendent. Problems may arise if the key personnel are not aware of plans to coordinate activities. The presence of a representative from the State Library Agency and the State Education Department increases the importance of the session and makes the local participants aware of their support. The planning session will be much more meaningful and easier to conduct if there are not more than 25 participants. Informality and flexibility is basic to the success of the institute. The seating arrangement for the planning session should be circular or U-shaped with tables rather than the typical straight lined chairs and speaker platforms. Having refreshments available at a suitable time breaks the intense discussion and allows participants an opportunity to exchange ideas.

The "Agenda for the Two-Day Planning Session" by the Appalachian Adult Education Center, Morehead Kentucky is a valuable aid in conducting a two-day planning session. It should not, however, be followed word for word, but used as a guide. Setting initially a friendly, congenial atmosphere will result in more workable plans for the library and the entire community. Each librarian or institute director will find ways to encourage discussion and participation. (I always urge each person present to give opinions and express reactions.) With proper preparation, the institute for planning services for disadvantaged adults can be a very rewarding experience both for the participants and for the director.

GUIDELINES FOR A COMMUNITY AGENCY PLANNING WORKSHOP

Ms. Phyllis McVicar, Project Director
ABE-Library Center
Cabell County Public Library
Huntington, West Virginia

The guidelines begin by asking participants in the planning about their specific work and how it ties into the community and its services. During this discussion others often comment that jobs parallel or could be worked together. At this point the librarian can show of what help her agency can be in a service or resource capacity. For example: C Agency is providing meals to shut-ins and M Agency is trying to find reading materials to help the elderly living at home plan effective budgets. The librarian suggests that M Agency order a specific series of pamphlets to be delivered through the meal program, on bookmobiles, in the library, and through Welfare workers when they make house calls on others who need budget information. Thus is developed an objective with the library as one part of a multi-level project. Frequently it is effective to suggest to participants a starting place: New programs in the library, expanded or additional services, or changes in library policies.

But before anything will be accomplished there must be a commitment to these changes on the part of everyone involved. A good method to have total community involvement is to establish an advisory council made up of some agency people, but mainly those to whom the programs are directed. But before final objectives are written this council should look at them and discuss appropriateness and need. This council has only an advisory function rather than policy determining function. By having representatives of agencies the council will have credibility with those agencies, and still have community impact.

Participants in these workshops should be the workers themselves rather than the supervisors. They will be more aware of their job limits and the people they are already reaching. The group leader has to be totally familiar with the area that is doing the workshop, their available facilities, and what use is being made of resources. This will help avoid duplication of services.

When approaching community service people, suggest that the library would like to be more active in services and how could they help. Then possibly the agency people will suggest meeting. This will be a good indicator of commitment.

After the planning session the leader needs to return to help the participants get started. This encouragement should be a continuing factor.

APPENDICES

1. *Bibliographies* ....

    Bibliography of Bibliographies - Adult Basic Education
    Bibliography of Books in the State Library of Florida
    Bibliography of Adult Basic Education Materials in the Group Loan Collection of the State Library of Florida

2. *List of Publishers of ABE Materials* ....

3. *Coping Skills List* - Appalachian Adult Education Center .

4. *Successful Library Programs in ABE* ....

5. *The Nature of the Disadvantaged Adult* ....
    Appalachian Adult Education Center

6. *Agenda for Two-Day Planning Session* ....
    Appalachian Adult Education Center

7. *Preplanning Information for the Simulated Planning Sessions* ....

8. *Evaluation Forms* ....

    Conference
    Post-Conference
    Tabulations of Participant Responses

9. *Conference Registrants* ....

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Part Three - Grade 4
Part A - Grade 1
Part B - Grade 1

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Categories and Sub-categories
June, 1973

ADVOCACY

- Arrests
- Civil Rights
  - Bill of Rights
  - Civil Rights Movement
  - Legal Rights Under the Law
  - General
- Consumer Rights (See Consumer Economics: Consumer Rights)
- Legal Aid

AGING

- Aging Process
  - Emotionally
  - Mentally
  - Physiologically
- Burial Insurance (See Insurance: Burial Insurance
- Care of the Aged in the Home
- Death
- Funerals
- Nursing Homes and Rest Homes
- Programs, Organizations, and Agencies for the Aging
  - Medicare (See Health: Health Cost Medicare)
  - Social Security (See Insurance: Social Security)
  - Other
- Retirement
  - Activities and Recreation
  - Benefits
  - Education
  - Employment (See also Jobs: Occupational Information)
  - Housing
  - Planning
- Wills

CHILDREN

- Adolescence
- Adoption

Babysitting
Birth and Genetic Defects (See Health: Birth and Genetic Defects)
Breast and Bottle Feeding
Child Abuse
Childbirth (See Health: Childbirth, Labor, Midwifery)
Child Development
Child Health Care (See also Health: Disease Information)
(See also Health: How to Select and Obtain Health Services)
Child Rearing
Development of Verbal Skills
Discipline
Drop-Out Prevention
Emotional Problems in Children (See also Health: Mental Health)
(See also Family: Conflict)
(See also Family: Crisis)
Foster Care
Gifted Children
Playing with your Children
Premature Babies
Prenatal Care (See Health: Prenatal Care)
Raising Children Alone
Retarded Children (See also Health: Retardation Prevention
(See also Health: Prenatal Care)
Selection of Child Care Facilities
Sex Education (See also Family: Sexual Relations)
Success and Failure in School
Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY

Censorship
Citizenship: Naturalization
Citizen's Responsibilities
  Community Organizations (See Community: Organizations, Resources, Services)
  Community Projects
  Jury Duty
  Public Office
  Social Action
  Voting, Vote Buying
Community Hazards
Community Organizations, Resources, and Services
  Child Services
  Churches
  Employment
  Fire
  Legal Aid (See Advocacy: Legal Aid)

    - Licensing Bureaus
    - Police
    - Public Health
    - Public Library Services
    - Referral Services
    - Schools
    - Volunteers
    - Water
    - Welfare. (See also Consumer Economics: Food Stamps)
- Dealing with Police
- Emergency Services
    - Disaster Action
    - Red Cross
    - Salvation Army
    - Telephone Hot Lines
- Ethnic Centers and Groups
- Government: Local, State, National
- How to Participate In and Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Re-entry from Institutions
    - Corrections
    - Sanatoria
    - Veterans
- Social Problems of the Community
    - Busing
    - Crime
    - Environment, Ecology (See also Health: Pollution)
    - Street Safety
    - Zoning
- Street Gangs

CONSUMER ECONOMICS

- Advertising
- Auctions
- Bankruptcy
- Banks and Banking
    - Checking
    - Savings
- Bartering
- Buying Guides

- Car Buying: New and Used
- Comparison Buying: Values in Purchasing
    - Appliances
    - Clothing (See also Family: Home Management Care of Clothing)
    - Drugs
    - Food
    - Furnishings and Accessories
- Consumer Magazines
- Consumer rights: Gypping
- Counterfeits
- Credit Bureaus
- Credit Unions
- Discount Store Buying
- Farm Equipment Purchases
- Food Stamps (See also Community: Community Organizations, Resources, Services/Welfare)
- Fraud
- Garnishments
- Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
- Interest Rates
- Investing Money
- Land Buying and Selling
- Loans: Borrowing Money
    - Easy Credit
    - FHA Loans
    - Juice Rackets
    - Loan Companies
    - Mail Order Loans
- Mail Order Catalog Buying
- Money Management
    - Budgeting
    - Charge Accounts
    - Credit Cards
    - Installment Buying
    - Rebates
    - Retail Processes
- Warranties and Guarantees

EDUCATION

- Career Planning (See Jobs: Career Planning)
- Educational Institutions
    - Colleges and Universities
    - Community Colleges
    - Vocational and Technical
- Finding A Job (See Jobs: Finding a Job)
- How to Apply to Educational Institutions
- How to Study
- How to Take A Test

- Locating Information
- Self Education
    - Education Credit for experience
    - Educational Loans, Scholarships, and Assistance Programs
    - Educational Programs for Adults
    - G.E.D., High School Equivalency Diploma

FAMILY

- Brothers and Sisters: Sibling Relationships
- Care of the Aged in the Home (See Aging: Care of the Aged in the Home)
- Common Law Marriages
- Death, Funerals & Wills (See Aging: Death)
  (See Aging: Funerals)
  (See Aging: Wills)
- Divorces and Separations
- Extended Family: Cousins, Uncles, Grandparents, etc.
- Family Conflict (See also Children: Emotional Problems in Children)
- Family Crisis
- Family Recreation (See Leisure: Recreation, Family)
- Handling Close Personal Relationships, i.e. Intimacy
  (See also Relating to Others: Handling Intimacy)
- Home Health Care (See Health: Home Health Care)
- Home Management
    - Budgeting (See Consumer Economics: Money Management Budgeting)
    - Care of Clothing
    - Decorating
    - Food Preparation: Canning, Freezing, Cooking
    - Furnishing
    - Home Gardening: Flowers and Vegetables
    - House Cleaning
    - Remodeling (See Housing: Remodeling)
- Identifying Strengths and Weaknesses in the Family
- In-Laws
- Marriage Roles
- Safety Planning
    - Fires
    - Home Accidents, Poisons, etc.
    - Tornadoes (See also Community: Emergency Services)
- Sexual Relations
- Unwed Parents
- Working Women (See Jobs: Working Women)

HEALTH

- Aging (See Aging: Aging Process)
- Alcoholism
- Birth & Genetic Defects

- Black Lung (See Chronic Disease Respiratory)
- Childbirth, Labor, Midwifery
- Chronic Diseases
  - Arthritis
  - Cancer
  - Diabetes
  - Heart
  - Hypertension
  - Respiratory
- Death (See Aging: Death)
- Dental Care
- Disease Information (See also Health: Chronic Diseases)
- Disease Prevention
  - Cancer (See also Health: Smoking)
  - Heart Disease
  - Immunization, Innoculation
  - Respiratory Disease
- Drug Abuse
- Exercise
- Faith Healing
- Family Planning
  - Abortion
  - Birth Control
  - Fertilization and Sterility
  - Sterilization
- First Aid
- Generic Drugs and Laws
- Handicapped, Mental and Physical
- Health Costs
  - Doctors
  - Hospital
  - Medicaid
  - Medical Assistance (See Community: Community Organizations, Resources & Servic
    - Welfare
  - Medicare
  - Private Health Insurance (See Insurance: Health Insurance)
- Home Health Care
- Home Remedies, Medicinal Herbs
- How to Select and Obtain Medical Services
  - Dental
  - Doctors
  - Emergency
  - Hospitals
  - Medical Clinics (See also Community: Community Organizations, Resources & Servic
    - Public Health
  - Mental
- How to Talk with A Doctor
- Insect Control
- Menopause

- Mental Health (See also Children: Emotional Problems in Children)
- Nutrition
- Old Wives' Tales
- Patent Medicines: Over the Counter Medicines
- Personal Hygiene (See also Self: Personal Care and Grooming)
- Physiology and Anatomy (See also Health: Preserving your Health)
- Physiology of Lifting
  - Back Problems
  - Hernias
- Pollution (See also Community: Social Problems of the Community Environment,
- Prenatal Care (See also Children: Premature Babies)
- Prescriptions
- Preserving your Health
  - Sight
  - Hearing
  - General
- Quackery
- Rehabilitation
- Retardation Prevention (See also Children: Retarded Children)
- Sanitation (See also Community: Community Hazards)
- Smoking
- Storing Medicine (See Family: Safety Planning)
- Venereal Diseases
- Weight Problems
  - Diets
  - Overweight
  - Underweight
  - Wieght-watching plans
- What to Expect at the Hospital

HOUSING

- Buying and Selling
- Decorating (See Family: Home Management Decorating)
- Fire Prevention (See also Insurance:Fire Insurance)
  (See also Family: Safety Planning)
- Furnishings (See Family: Home Management Furnishings)
  (See Consumer Economics: Comparison Buying Furniture & Accessories)
- Home Building
- Maintenance and Repairs
- Owner's Liabilities and Responsibilities
- Remodeling
- Renting
- Trailers
- Utilities

INSURANCE

- Burial Insurance
- Disability Insurance

- Fire Insurance
- Health Insurance
- Homeowners Insurance
- Life Insurance
- Mortgage Insurance
- Motor Vehicles Insurance
- Private Pension Plans
- Renters Insurance
- Social Security
- Workman's Compensation (See Jobs: Workman's Compensation

JOBS

- Agricultural Jobs
  - Cooperatives
  - Farming
  - Land Use
  - Sharecropping, Tenant Farming
  - Woodland Management
- Application Forms
- Applying for a Job
- Assessing Your Own Skills, Talents, and Interests
- Career Planning
- Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)
- Civil Service Information
- Distinguishing Between Good and Bad Jobs:
  - Facilities, Fringe Benefits, Hours, Wages
- Employee's Responsibilities
- Employer's Responsibilities (See also Advocacy: Civil Rights)
- Employment Agencies
- Find a Job (See also Jobs: Career Planning)
  (See also Jobs: Occupational Information)
- Holding a Job (See also Relating to Others: Getting Along with Others)
- Job Discrimination (See also Relating to Others: Dealing with Discrimination)
  (See also Advocacy: Civil Rights)
- Job Safety
- Losing A Job (See also Jobs: Unemployment)
- Occupational Information
- Private Pension Plans (See Insurance: Private Pension Plans)
- Seasonal Jobs
- Social Security (See Insurance: Social Security)
- Training and Re-training Programs (See also Education: Educational Institutions)
- Unemployment
- Unions
- Upgrading on the Job (See also Jobs: Holding a Job)
- Working Women
- Workman's Compensation

LEISURE

- Astrology
- Cultural Activities: Music, Performing Arts, etc.
- Dancing
- Fortune Telling
- Gambling
- Games
- Handicrafts
- Hobbies
- Parks
- Playing with your Children (See Children: Playing with Your Children)
- Radio (See Leisure: TV-Radio-Movies)
- Recreation
  - Indoor
  - Outdoor: Camping, Fishing, Hunting, Swimming, etc.
- Sewing
- Sports
- TV-Radio-Movies
- Using Leisure Time Effectively
- Vacations

RELATING TO OTHERS

- Communication
  - Correct Speech Usage
  - Giving Directions
  - Listening
  - Public Speaking
  - Taking Directions
  - Use of Telephones
  - Writing letters, reports, etc.
- Entertaining
- Friendship
- Getting Along with Others, Interpersonal Relationships
  - Accepting Help
  - Dealing with Conflict
  - Dealing with Criticism
  - Dealing with Discrimination
  - Dealing with Unwanted Advances
  - Fighting Fairly
  - Getting Acquainted
  - Helping Others
  - Meeting People
  - Working with Others
- Handling Intimacy (See also Family: Handling Close Personal Relationships)
- Listening to Others
- Love
- Manners and Etiquette
- Neighbors
- Respecting the Ideas and Beliefs of Others

- Sexual Relations (See also Family: Sexual Relations)
- Sportsmanship
- Understanding Others
  - Attitudes
  - Culture
  - Ethnic Background
  - Religion

RELOCATION SKILLS

- Church
- Community Services (See Community: Organizations, Resources, Services)
- Employment (See also Jobs: Finding a Job)
- Establishing Credit
- Food Shopping
- Housing
- Moving, Expenses, Methods
- Neighbors (See Relating to Others: Neighbors)
- Schools

SELF

- Changing Yourself
- Church Affiliation
- Decision Making
- Describing Feelings
- Etiquette (See Relating to Others: Manners & Etiquette)
- ESP
- Ethnic Studies
- Goal Setting, Planning, and Achievement
- Living Alone
- Meaning of Life
- Personal Adjustment
- Personal Care and Grooming (See also Health: Personal Hygiene)
- Personal Ethics, Values, Morals, Standards
- Personal Problem Solving
- Self Esteem
- Self Evaluation
- Self Understanding
- Sensitivity to Yourself and Others--How You Come Across
- Suicide
- Superstition
- Understanding What Makes Me the Way I Am: Heredity and Environment
- Women's Liberation Movement (See also Jobs: Working Women)

TAXES

- Income Tax
    - City
    - Federal
    - State
- Local Taxes
- Sales Tax
- Social Security (See Insurance: Social Security
- Unemployment (See Jobs: Unemployment)
- Workmen's Compensation (See Jobs: Workmen's Compensation)

TRANSPORTATION

- Car Pools
- Defensive Driving
- Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)
- Elevators
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations
- Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information
    - Air
    - Bicycles
    - Boats
    - Buses
    - Cars
    - Hitchhiking
    - Motorcycles
    - Taxis
    - Trains

SOME SUCCESSFUL PROGRAMS IN ABE IN LIBRARIES

1. Reading Improvement Program
   Brooklyn Public Library
   Brooklyn, New York

2. English As A Second Language
   Lincoln Heights Branch Library
   Los Angeles, California

3. The Latin American Library
   Oakland Public Library
   Oakland, California

4. Reading and Study Centers
   Chicago Public Library
   Chicago, Illinois

5. Biblioteca Ambulante
   Fresno County Public Library
   Fresno, California

6. Reader Development Program
   The Free Library of Philadelphia
   Philadelphia, Pennsylvania

   This program provides materials for adults through agencies, and does not work directly with adults.

7. Appalachian Adult Education Center
   Morehead State University
   Morehead, Kentucky

   This program establishes model centers which demonstrate the interrelating of libraries and basic education services for disadvantaged adults in the Appalachian region.

8. Target/Read
   Cleveland Public Library
   East Cleveland Branch
   Cleveland, Ohio

   This program also issues bibliographies of their collection and supplements as these are needed. List include books, and AV materials. Quarterly reports may be of interest also.

The Nature of Disadvantaged Adults and What Those Characteristics Imply About Service Needs

After seven years of intensive study, the AAEC has defined four service groups within the at least fifty-seven million adults in the United States with less than a high school education. These groups are based upon individual characteristics, since members of different groups are often found in the same family. Individuals fluctuate between groups, usually moving from Group IV toward Group I.

Group I individuals are somewhat secure and self-directed, those who are economically and personally secure and believe in a return from education, library, and other services. This group is easy to reach and to teach and to serve. They can be recruited through the media--TV, radio, and print such as newspapers, posters, and brochures. They can profit from group service such as class instruction and lectures, although their efficiency in learning may be greater in individualized instruction. Because they can be recruited and served in groups, they are economical to serve. Of the four groups, almost all library card holders would be found in Group I. As a group they tend to function at a high enough skills level to be able to handle self-instruction with GED-prep materials in or from the library. They do find human learning helpers when they need them--their self-confidence and life-style allow them to ask for help.

Group II includes those who have suffered some discomfort from undereducation such as continuous underemployment, or being unable to help their children with school work. This group is also relatively easy to reach and to serve. They are our star performers--showing large, quick, achievement gains and dramatic changes in economic levels and life styles. They are also an important group to serve--the 1970 census shows that thirty-seven percent of those men who are actually employed have less than a high school diploma, yet they account for sixty-six percent of those with an annual income of less than $3000. But Group II is second lowest on an index of need. The chief adjustment needed in services for this group seems to be a time adjustment. This is the group that has swing shift, overtime, seasonal work, and large families. Any service which has rigid day-time hours is virtually unuseable to them. Day-time and weekday-only library and bookmobile hours conflict with work schedules. ABE classes held three hours twice a week will have to be missed too often to be profitable because of work and family responsibilities. They ,too, can handle the self-instruction of non-traditional education, although they tend to need more teaching than Group I.

Members of both Groups I and II can profit from informal educational opportunities. Probably Groups III and IV cannot. In the AAEC's experience adult education for the latter two groups can *exist* in the library (as a neutral, accessible facility), but it will need to be a formal, individualized program offered by professional and paraprofessional human beings trained in the instruction of learners with certain characteristics.

Group III includes those who are a long way from mastery in terms of (1) the critical reading and advanced computational skills required for high school equivalency, and (2) a living wage. If they have been employed, it has been sporadically, in low-paying, dead-end and short-term jobs. However, they still believe there is a return from involvement with public services. Seven years of intensive study has convinced the AAEC that this group can only be reached through one-to-one recruitment and services(although well-designed media campaigns have been found to lend credibility to personal recruiters). Both Group III and Group IV tend to be people-oriented. They tend to react outside of the technicist world-view of themselves and others as mechanistic cogs of institutions. However, Paolo Friere would point out that they nevertheless judge themselves negatively in line with the technically-oriented world-view of the greater society, even if they do abjure these views in everyday practice. The delivery of media to these groups without human back-up has been found to be ineffective. Handing over books or pamphlets without pointing out headings and content is likewise ineffective. Because they are so far from mastery, they need clearly articulated subgoals towards which they can work.

Tom Childers, Drexel University, in *Knowledge/Information Needs of the Disadvantaged*, refers to those times when members of Groups III and IV are more inclined to respond to information as *kinetic* situations rather than *potential* situtations. *Kinetic* situations may be either *crisis* (Where can I get food for this week-end?) or *noncrisis* (Where is the nearest reading program?). *Potential* knowledge needs include such matters as disease prevention (How can I avoid contracting VD?) which require a future-time orientation which often is said to be lacking among the disadvantaged. Childers claims that sometimes information alone can have an impact on the quality of life of the disadvantaged, but at least as often an educational component must accompany the information either in the cognitive or affective areas. The implication is that sometimes this component can be offered by the library; many times the library would do better to be informed about and to refer to educational components existing in the community pertinent to that information need.

Group IV is the smallest group, yet highest in priority on a need index. This group is often referred to as the "hard core." The AAEC prefers the more descriptive term "stationary poor." These are people who are so fatalistic that they no longer believe that they can have any control over their own futures. Thinking it the only kind thing to do, they either consciously or unconsciously raise their children not to hope, and so perpetuate the cycle of poverty. They are unemployed and unemployable. A review of literature concerning the delivery of health services, of food stamps, of service to the aged poor and to preschool children, of library services, and of ABE show that almost all writers have come to the same conclusion--Group IV can only be served in their own homes, at least initially. They use what little energy is available to them on survival, not on what they appear to consider futile attempts at changing the status quo. They seldom interpret their problems as information needs. Even when they do, they are less active in seeking answers than other adults. They are the least inclined to use mass media for information as well as for recreation. Yet AAEC studies have shown that this group can go from nonreader through high school completion in four years when approached through the appropriate delivery system--home instruction. Also, their children do better in school when their parents read and study in their presence, i.e., when their parents act as models.

In Alabama two mobile units have approached service to this group. A bookmobile carries a paraprofessional teacher. A mobile adult learning center carries public library materials. In addition, the Alabama State Library Service in cooperation with the Adult Education Divison of the State Department of Education have developed home study kits for Group II and IV individuals who reside in counties with neither public library nor adult basic education services.

Figure I summarizes the four groups. It will be noted that Group I is high in belief in themselves and a return from public services, are relatively easy to recruit, can be served in groups, have higher levels of academic skills and therefore can handle more difficult reading matter, rely more heavily on media and other formal information sources, and probably could afford to buy information and services, although this is not demanded of them. These characteristics diminish directly with the group.

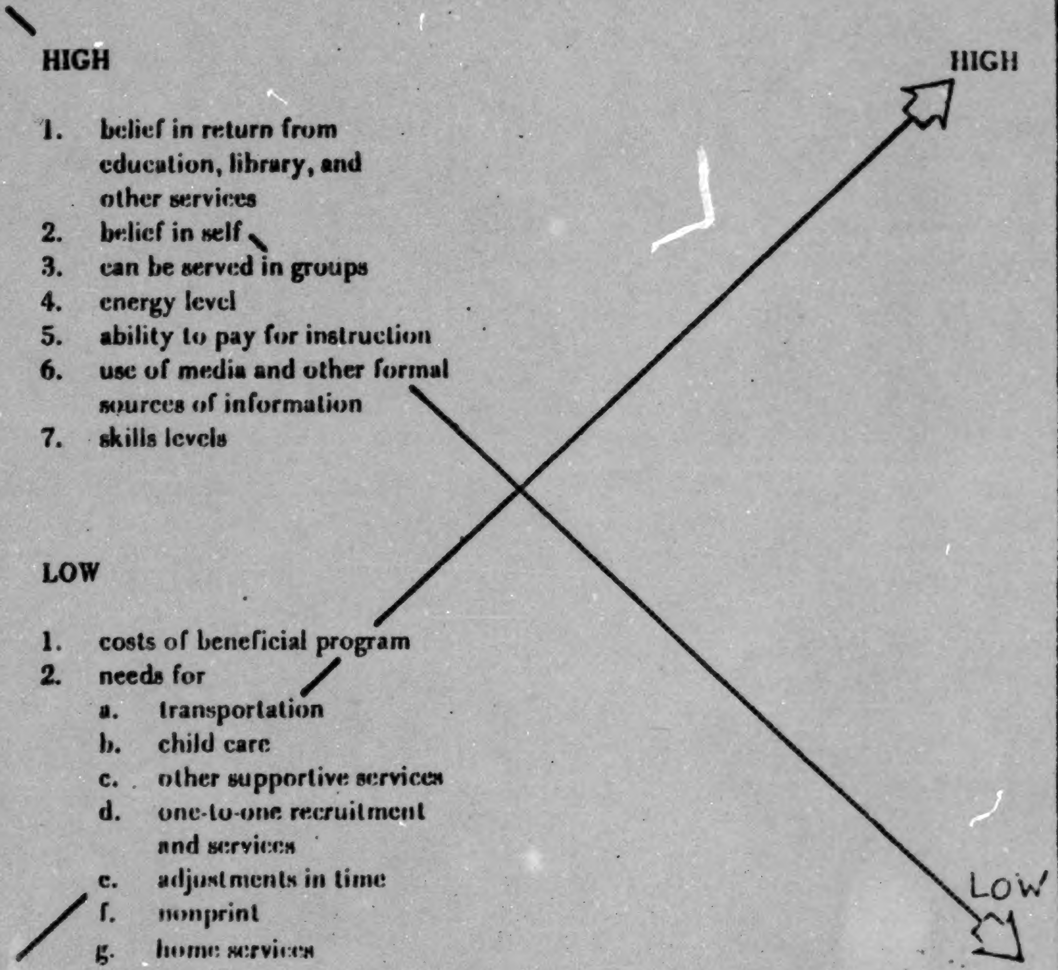
On the other hand, Group I is low in needs for transportation, child care, other supportive services such as counseling and referral to other agencies, adjustments in time, one-to-one services, and home delivery of services. They are, therefore, economical to serve. These needs increase directly with the group.

In allocating available monies to serve all four groups, figure 2 attempts to demonstrate that to provide an equal quality of service to all potential patrons, the quantity of money spent on individuals must vary.

Most disadvantaged adults who approach proferred library and ABE services have skills at about the level of arrow B. Their speed of achievement is faster than the speed of those starting at the left hand side of arrow A; their needs for a

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
January, 1974

RELATIONSHIP BETWEEN THE INDIVIDUAL CHARACTERISTICS OF ADULTS WITH LESS THAN HIGH SCHOOL AND THE DESIGN OF DELIVERY SYSTEMS FOR PUBLIC SERVICES



HIGH

1. belief in return from education, library, and other services
2. belief in self
3. can be served in groups
4. energy level
5. ability to pay for instruction
6. use of media and other formal sources of information
7. skills levels

LOW

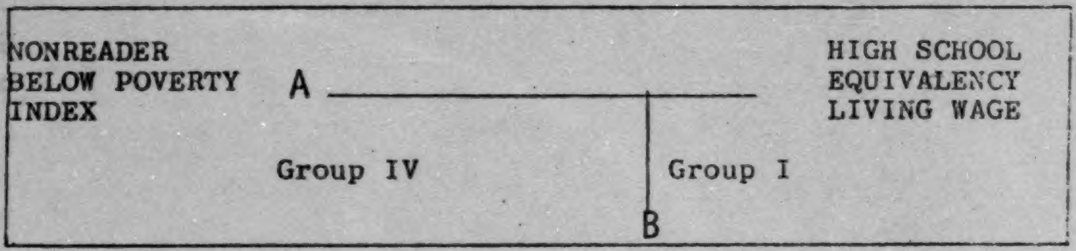
1. costs of beneficial program
2. needs for
    - a. transportation
    - b. child care
    - c. other supportive services
    - d. one-to-one recruitment and services
    - e. adjustments in time
    - f. nonprint
    - g. home services

Group I	Group II	Group III	Group IV
Economically and Personally Secure	Problems from Undereducation; Continuously underemployed	Far from high school completion; Sporadically employed	Fatalistic Unemployed Unemployable

variety of services is less; and they are in need of services for a shorter time. A much-needed change in service institutions involves serving those at the right hand part of arrow A as economically as possible, to conserve a large portion of available monies to offer the same quality of service to those at the left end. This is a radical departure from the usual current practice of allocating or dividing available service dollars strictly by the numbers of persons served.

FIGURE 2

Differentiated Costs in Providing the Same Quality of Services to Different Groups


NONREADER
BELOW POVERTY
INDEX
A
HIGH SCHOOL
EQUIVALENCY
LIVING WAGE
Group IV
Group I
B

The Relationship of the Public Library to the Development of Skills by Undereducated Adults

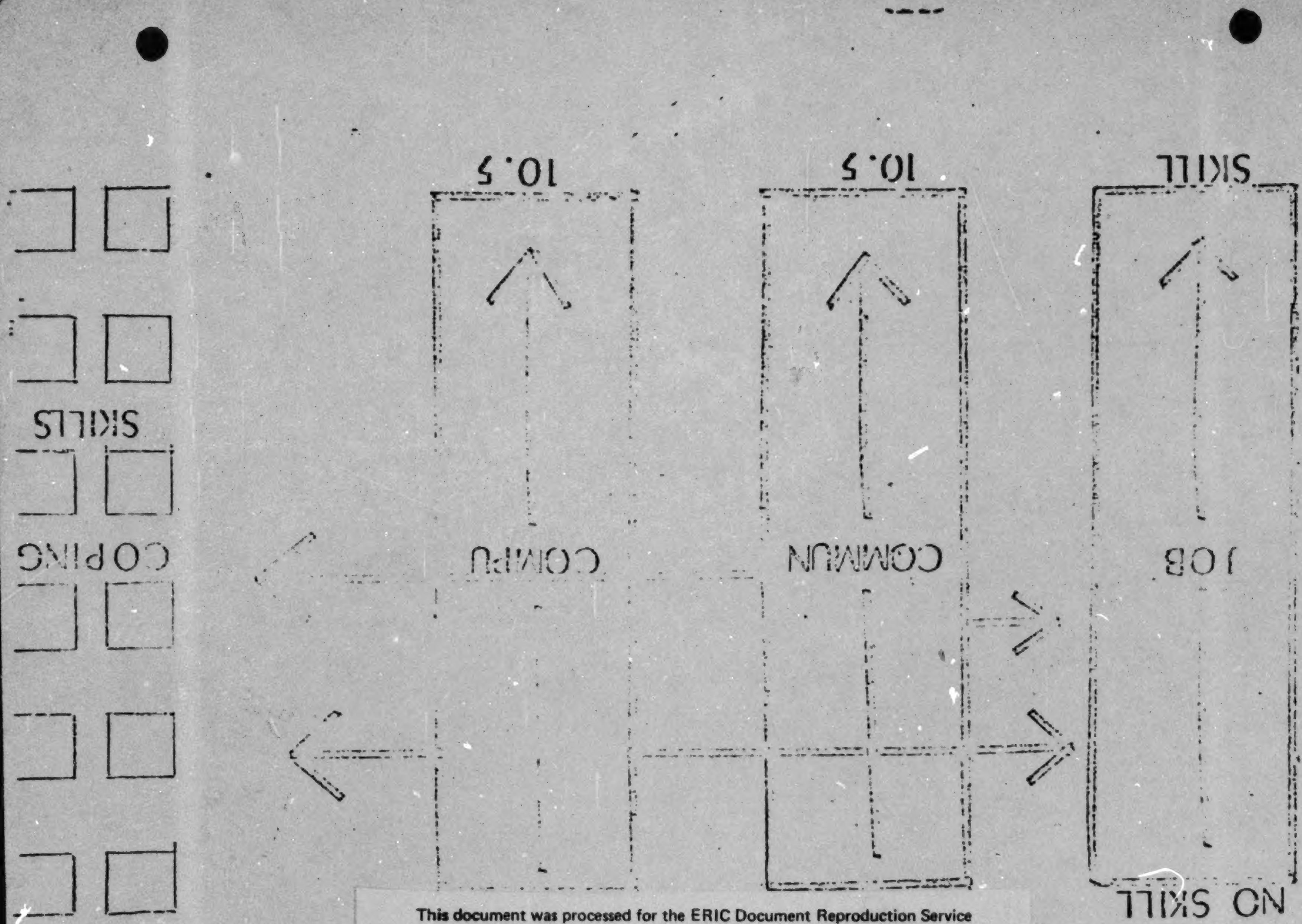
In addition to the nature of the clients, the nature of missing skills can be considered in looking at the skills development of disadvantaged adults. Little of the following has been tested yet. It is my present best guess or explanation of what I have seen during the development and evaluation of 104 demonstration projects in ABE in the last five years.

Let us assume that there are communication skills necessary in adult life which can be sequenced and taught, entering anywhere in that sequence from nonreader to 10.5 grade level. I believe that in the United States the minimum functional literacy level for flexibility in the job market and other adult responsibilities is about 10.5 on the most-used standardized tests. The same level is not necessary, in our experience, in developing countries. This level (10.5) means high critical reading skills. (I do not believe, incidentally, that we know much about how adults learn to read. We're using the child sequence, based upon child development--about which we do know something--and the more energetic of our students manage to develop skills in spite of us. A lot of people tell me they know about adult reading, but they can't show me one bit of basic research to back up their claims--the kind of basic research we have ad infinitum on kids.) I believe the same sequence of skills exists in computation skills. I believe there may be a sequence of job skills from no skill to salable skill, although those skills are probably taught more effectively on a job site than through vocational training.

There is another set of skills, popularly known in ABE as coping skills, life skills, or survival skills, which I am fairly certain cannot be sequenced. When one starts setting standardized performance objectives in the coping skills, one is saying, I believe, that the lives of, for example, a fifty-five-year-old Mexican-American grandmother, a seventeen-year-old male rural Appalachian drop-out, a thirty-five-year-old male urban black blue-collar worker, and an ADC mother are similar enough so that they need common information and education for upward mobility.

The problem, as I see it, is that if one gains reading skills at an early age these skills become part of one's personality and available as a tool--an instrumental skill--for daily problem-solving.

If one has survived to adulthood gathering most of one's information through one's ears from trusted others, the uses of the tool of reading are not necessarily evident simply because one now learns to read. There is a big difference between the development of skills and the application of those skills, as we all know. It is my observation that the later in life


SKILL
JOB
NO SKILL
10.5
COMMUN
10.5
COMPU
COPING
SKILLS

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one develops skills, such as reading, the less likely one is to apply those skills over a wide spectrum in one's life. Reading , too often, is applied to absolutely utilitarian problems, usually the ones which pressed the adult into enrolling in ABE--such as filling out applications--and to free time "frills" for which our students too often don't have time. Nothing in between. Few other problems either are defined as information needs or as information needs which can be met through formal, printed channels. This probably partially explains the lack of long-term efficacy of many literacy efforts in developing countries.

I believe about the only application of skills that takes place accidentally is free-time catching up with the wider culture--this exercise does not seem to provide for much change in individual lives in terms of upward mobility.

Some five percent of the poor adult readers in this country make themselves available to us for a while in ABE. In my view, while we've got'em, we must:

1. Help them to define their problems as information needs, "Don't you need to know more about drug abuse if your son's on drugs? Don't you need to know more about family planning if this is your eighth child? Don't you need to know more about occupations that depend upon your kind of job skills if you are stuck in a dead-end job? Don't you need to know more about how to relocate comfortably if you are planning to move?, etc."

2. Constantly relate developing skills very clearly and specifically to everyday lives. If we don't do the above, it seems to me we are raising expectations without providing avenues or tools for meeting those expectations.

3. Train our teachers as teacher-counselors who (a) feel comfortable hearing their student's problems and (b) can help each student apply his or her developing skills to his or her individual, unique, current problems as they occur.

4. Help the public library and other information sources in the community adapt their services to the information needs of the poor and upwardly mobile. It is here that I see the greatest need for public library involvement in the education of functional illiterates. It is true that the public library can provide a cheap, time-flexible avenue for self-directed adults already operating at an elevated skills level to prepare for high school equivalency, but to my mind it is much more urgent that they modify their services to provide the kinds of concise, easily-read materials in adult problem

areas that must be available before developing skills can be applied. The AAEC terms this print and non-print coping skills materials.

The modification of services is two-fold: (a) coping skills materials must exist in easily-found and used forms for those who cannot afford to buy their information; (b) library services must exist where people are, i.e., outside of a central library's walls.

5. Assign our students tasks that will teach the uses of those information sources now and in the future.

The following is a list of the kinds of endeavors that the libraries in our library/ABE model centers in seven states have found to be efficacious in offering ABE to Groups I, II, III, and a few IV's in the areas of:

a. Staff coordination

Since ABE teachers have already specialized professionally to serve functionally illiterate adults, they can be an enormous aid and support to public libraries who often express great timidity about beginning to specialize for this particular public. ABE staffs can be helpful in suggesting needed materials.

One of the hindrances to developing nontraditional adult education to the poor in public libraries is the touchstone of universalism among public libraries which has developed in the last three decades. This philosophy views the community as the public, and resists services adaptations for a plurality of publics on the grounds that specialization robs Peter (those already being served) to pay Paul (such as the disadvantaged, aged, young adults, or handicapped).

ABE staff members in concert with public library staffs have been quite successful in breaking down this objection because the fact becomes pinpointed that the public library does indeed specialize--for middle-class middle-aged white women and to a lesser degree for those ladies' children.

Prompting library trustees to establish priorities for service which include the library's special publics such as disadvantaged adults helps in the allocation of funds and staff time.

b. Materials selection

This includes:

(1) stressing materials of few, concise words such as pamphlets, paperbacks, and nonprint;

(2) assessing the library collection by coping skills areas to isolate missing materials and to aid retrieval;

(3) acquiring coping skills materials;

In this regard, you are probably familiar with Helen Lyman, Library Materials in Service to the Adult New Reader, ALA, 1973.

(4) development by the public library of original learning materials for the just-beginning reader, since little exists;

(5) collecting information concerning public services available in the community as the basis for an aggressive referral service.

c. Introduction of services and materials

(1) introduction of print and nonprint individually

(2) librarians visiting ABE programs

(3) providing specially designed tours of and orientation to the library. As a part of this orientation, the people-orientedness of this population has been recognized by introducing the library personnel by name as well as function and by stressing the staff rather than the card catalog

(4) one-to-one recruitment to library and ABE services

(5) specially designed book displays

d. Reader guidance

(1) The development of a reader's profile for each adult learner. See the reader's interest checklists.

(2) Book reviews on cassette tapes by ABE students for ABE students

(3) Provision of speakers in areas of information need, e.g., care of the aged in the home, legal aid, credit buying, etc.

e. Delivery of services and materials

(1) Deposit collections to ABE programs

(2) Materials to jails and sanatoria offering ABE programs

(3) Modification of bookmobile routes to service ABE programs and individuals

(4) Provision of transportation to the library by a bus funded by CAP or other agencies

(5) Opening the library nights and weekends

(6) Reorganization of the housing and display of materials by coping skills, especially pamphlets

(7) Interfiling of adult and juvenile nonfiction and/or fiction

(8) Supplementing school libraries with adult coping skills materials and opening said libraries during ABE hours

(9) Development of family learning centers in branch and central libraries

f. Development of an active information and referral center based in the library

ABE-Library Project
Eunice McMillian, Project Director
Lynhaven Career Education Center
3560 Lynhaven Drive
Columbia, SC 29204

READER INTEREST CHECKLIST

Legal Aid
Aging
Care of Aged in Home
Hospital Costs
Social Security
Citizenship
Voting
Employment Services
Dealing with Police
Using the Telephone
Veterans Benefits
Schools
Understanding Others
Money Management
Installment Buying
Buying-Guides

Food Stamps
Borrowing Money
How to Study
Black Studies
Mental Health Clinic
Using the Library
Sibling Relationships
Marriage Roles
Divorces and Separations
Day Care
Care of Clothing
Simple Alterations
Common Childhood Diseases
Common Adult Health Problems
Smoking
Cancer

Venereal Diseases
Eye Problems
Dental Care
Family Planning
Birth Control
Abortion
Sterilization
Renting
Tenants Rights
Buying A
  Mobile Home
Home Maintenance
Decorating Ideas
Applying for A Job
Changing Jobs
Moving

Career Planning and Occupational Information

ABE-Library Project
Columbia, South Carolina
Eunice McMillian, Project Director
Lynhaven Career Education Center
3560 Lynhaven Drive

READER INTEREST CHECKLIST

Books That I Would Like To Read

Mysteries
Spy Stories
The Bible
Bible Stories
Bible Devotions
Sewing
Cooking
Entertaining
Home Repair
Home Decoration
Automobile Repair
Knitting-Crocheting
Hobbies & Crafts
Card Games
Photography
Music

How to Shop Wisely
Romance Stories
Stories about Black People
Stories about Black Athletes
How to Get & Keep A Job
How to Do A Better Job
Biographies
Best Seller Novels
Poetry
Sex
Short Stories
Drug Abuse
Astrology
Dreams
Ghost Stories
South Carolina History

U. S. History
Art
Hunting
Fishing
Dictionaries
Magazines
Psychology
Travel
Government
Law
War Stories
Etiquette
Math-Arithmetic
First Aid
Auto Racing

Appalachian Adult Education Center
LIBRARY TRAINING INSTITUTE
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

The following is a protocol for conducting a planning session for the expansion of public library services to disadvantaged adults. The same format could be used, with adjustments, by: (1) other public service aagencies serving the disadvantaged: and (2) public libraries designing services for other publics such as the elderly, handicapped, young adults, etc.

AGENDA FOR TWO-DAY PLANNING SESSION

Read this document before each planning session. Proceed in this Order.

I. Before the Session

A. Ask the librarian to fill out the community demographic information forms, so everyone attending the planning session will know about community needs. You *must* independently do your homework about the library and the community so that you are prepared.

B. Stress to the librarian that the following people should be included in the planning session:

1. library trustees
2. all library staff members including branch and bookmobile staffs
3. personnel of those agencies with which library services may be coordinated.

Trustees and staff will accept expansion more readily if they are involved in the definition of problems and in planning. Coordination with outside agencies will be worked out more quickly and smoothly if agency representatives are included.

II. First Day

Step 1. Get a list of all participants in the planning session. Be sure to get the correct spelling of their names and their role in the library or in services to the disadvantaged.

Step 2. Tell them about the agency you represent so that they will know what kind of resources you have to offer.

Step 3. State the purpose of the training offered.

a. To share what you have learned in other demonstration projects about public library services to disadvantaged adults. Recognize that there are many other publics the library must serve, but state clearly that you are only there to help them with one public—disadvantaged adults.

b. To offer alternative ways of serving disadvantaged adults.

c. To offer information on services to disadvantaged adults to individual library staff members. Since each staff member has different kinds and amounts of knowledge, each staff member's training is individualized, so that knowledge is not duplicated. Training is also highly individualized to the needs, capabilities, and wishes of the particular library.

d. To overcome institute problems of short time, one staff member having to persuade the whole staff, and procedures which do not fit local situations.

e. To overcome in-service problems of no exemplary practice and no consultants.

Step 4. Explain how training will be done.

a. individualized print materials

b. demonstration site visitation, if needed and wanted

c. consultants available

d. time set at their convenience

e. some printed materials already available, some will be developed to fit their information needs

f. possible state meetings on specific objectives.

Step 5. State the problem that this training is trying to solve. Define disadvantaged as (1) less than high school, (2) low income, or (3) both.

a. The disadvantaged adult needs alternative sources of information on a reading level he can handle. The library can meet those needs, because it is an established continuing educational institution which can provide the appropriate materials and services. Other agencies come and go but the library is always there.

b. Often the library is closed at night when they are free to come.

c. Disadvantaged adults are people-oriented, not institution-oriented so they need personal contact with people who work in the library. Most disadvantaged adults are not regular library users because they think libraries are just for the middle class. They need to be encouraged to use the library, and to be convinced that the library can help them.

d. Disadvantaged adults have to rely on people they know for information because they are poor readers. They rely on non-print. Libraries need to provide non-print materials in coping skills areas.

e. Print materials must be introduced by showing headings and content to the adult learner, but on an easy reading level, so he can learn to use print sources to get information.

f. The library can serve as the referral agent between service agencies and the disadvantaged adult by establishing a community information and referral center. Disadvantaged adults need a non-threatening, non-partisan institution which they can turn to for information and referral about community services and resources to help solve problems.

g. Disadvantaged adults can't afford to buy their information.

h. Reaching the children by reaching their parents is usually more effective than trying to reach the children alone. Library services for disadvantaged adults are important because their example of reading and information-seeking will encourage their children to read and to seek information.

i. Disadvantaged adults often don't have transportation, so they need library outreach services.

j. Some time during the two days, introducee the AAEC four groups who need different delivery systems.

Step 6. Review Community Survey Information.

Go over the community survey information item by item. Have them tell you. If they haven't found certain information, be sure you have so you can give it to them. Use the community information form to point out. (a) service and materials needs in the community. Stress both poverty and undereducation as kinds of disadvantagement, (b) what resources presently exist in the community to meet those needs.

Step 7. Complete a checklist of library services for disadvantaged adults.

a. Review existing library services to the disadvantaged adult. Include in the review the following information:

1. services in-house
2. outreach–bookmobile, for example
3. materials
4. use of facility
5. staff time
6. coordination activity with other service agencies

b. Mark checklist of library services for disadvantaged adults to indicate what activities presently exist which provide library services to the disadvantaged adult. Be sure to list any other services that may not be included on your checklist.

c. You may wish to use the checklist as a pre-test for your records. Use it again as a post-test at the end of training. It will give you a way of measuring the impact on library services of the planning and your training.

Step 8. Now go over and briefly list with the library staff what they can and want to do to expand services to disadvantaged adults, given their staff time, fiscal resources, and political climate. Be a teacher. Offer many alternative service activities which your project and the other demonstration projects have tried. As suggestions for expansion of services are made, bring out what others have tried in terms of successes and failures. If they suggest something that you know failed elsewhere, at least they can proceed with caution. During this informal discussion, make a list of alternative expansion activities. Use this list in developing objectives the next day.

III. *Second Day*

Step 1. Answer any questions about the previous session.

Step 2. Explain how you will be developing objectives:

a. State objective—What would you like to do?

b. State Goal of objective—How will you know you did it?

c. List the activities to accomplish the objective in chronological order.

d. Define which staff member(s) will be responsible for each activity.

e. List knowledge needs—what each staff member will need to know to fulfill his or her responsibilities, based on their own assessments and on your knowledge.

f. With each activity, suggest documentation which might help the local library explain services to their board of trustees and/or funding sources.

Step 3. Start developing one objective, using the process described in Step 2. Start with a non-controversial objective.

Step 4. Read over that objective, activities, staff assignments, knowledge needs, and documentation with the staff, and answer any questions.

Step 5. Develop another objective. Still stay away from objectives that are too mechanical or too controversial.

Step 6. Develop controversial objectives, ones that require real change and evidence of their library staff's and trustee's commitment to expanding services to disadvantaged adults.

Step 7. Finish developing objectives, ending with the mechanical ones to release tension of controversial objectives.

Step 8. Read back all the objectives, activities, staff assignments, standards, knowledge needs, and documentation to make sure you have heard correctly what they have agreed to do. Any time new people join the group, read over what has been done to that point to remind and reinforce.

Step 9. Explain that you will write up the objectives in a work statement and send it to them for their approval and for the approval of the library board. When it is approved, the training schedule will be started.

The mechanics of running a two-day planning session are important but so are human relations. Here are some suggestions about small group dynamics and about how to handle yourself as the leader.

1. Be positive. Point out how much libraries have to offer the disadvantaged.
2. Be persuasive. Plead your case for the disadvantaged.
3. Do confront librarians with service gaps politely but firmly, based on the community survey and library resources.
4. Do reinforce positively the existing services which are not mechanical and do reach out to people.
5. Do be persistent in your efforts to point out possible alternative activities within the constraints of the local library's capabilities (particularly outreach activities and evening and weekend activities.)
6. Expect resistance to change but don't let your discouragement show.
7. Explain the fast pace you are setting if you appear to be rushing. Objectives, activities, staff assignments, and knowledge needs have to be developed in only two days.

Conclusion

It is possible that upon review

a. the library will feel it cannot expand services to disadvantaged adults at this time, or

b. you will become convinced that other library priorities (services to children, or a new building, for example) are so strong that they really can't expand at this time.

Give yourself and them a non-threatening chance to change minds if you meet a great deal of resistance. They may be able to use the information they and you have generated at some future time.

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky 40351
Revised, January 31, 1974

APPENDIX 7

PREPLANNING INFORMATION FOR SIMULATED PLANNING SESSION

Preplanning Information
for
Expanding Services for Disadvantaged Adults
Oceanview County Library

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Sources of Information	Fill In Here
A. Population Statistics	How many people in your service area?	1970 U.S. Census Population Characteristics of Fla. School Districts, 1970, Research Report #100	1,300,000
	Percent and number		
	Urban		98.3%-1,2779
	Rural		1.7%-22,100 (1.5-Non-fa .2-farm)
	Age of Population	U.S. Census, Research Report, #100 (listed above)	
	No. of children 0-18		29.2%-370,196
	No. of adults 18-64		57.1%-723,909
	No. of adults 65 and over		13.6%-172,420
B. Educational level of Population	Percent and number of adults over 25 who have	U.S. Census, or Area Supervisor of Adult Basic Education	
	less than 5 years of school		6.7%-51,557
	not completed high school (0-8 grade only)	Florida Statistical Abstracts, 1973	31%-236,395
	Median school years completed	County & City Data Book, '72	12.1
C. Economic levels of Population	Percent of families with $3000 or less annual income	U.S. Census Welfare agencies Community Action Programs County & City Data Book, '72	10.8%
	Median income		
	Family		$9,237
	Individual		
	Per capita income		3,429
	Percent and number of adults over 16 that are unemployed		3.7% -46,908

Area of Information	Information to Include	Source of Information	Fill In Here
	What are the chief employers in your service area?	Employment Security Florida Almanac, 1972	NAME/KIND OF WORK Trade-Wholesale an Retail Services-tourism mfg-furniture apparel
D. National and racial background of population	Give percent of racial and national groups which make up the population in your service area -	U.S. Census City, County or Area Supervisor of Adult Basic Education NAACP State Agency for Indian Affairs	White 1,071,662 Black 189,666 Non English-Speaking 299,199 Indian 1,085 Oriental 2,757 Other 5,379
E. Geographic area you serve	Square miles		1989 square mil
F. Annual Income of the Library	Total cash		$3,800,000
G. Library card holders	Number Percent with $10,000 annual income or more		125,300
H. Educational offerings in community for disadvantaged adults	List of adult basic education and other education activities available in your area	City or County Supervisor of Adult Education Public & Private schools Area Vocational Schools Bureau of Rehabilitation Services MDTA (Manpower Development Training Act)	KIND/SITE ABE-Adult Education Community College Local Schools Community Action Migrant Program Spanish Refugee Assistance Progra VISTA National Alliance o Businessmen Salvation Army

Area of Information	Information to Include	Source of Information	Fill In Here
		WIN (Work Incentive) NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	MDTA Program Adult Center for Retarded, Manpower Administratio Agency Goodwill Industries YMCA-YWCA Refugee Emergency Center
I. Other Community services available to disadvantaged adults	List of community services available to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Child Care Programs Job Placement Programs Housing authorities Voluntary Groups	SERVICE/AGENCY Mental Health Services Welfare Department--Meals on Wheels Congregate Eating Progra Good Samaritan Center Co. Medical Ass Co. Psychological Assn. Co. Youth Council Co[illegible]ess of Senior Citi

CHECKLIST OF LIBRARY SERVICES
FOR DISADVANTAGED ADULTS

STATE Florida LIBRARY Oceanview County Library DATE 6-5-74

TOTAL VOLUMES 1,030,000

NONPRINT ☐ NO

TYPE
Records
Framed pictures
Films/slides

BOOKMOBILE ☐ NO
5

	DAYS	HOURS
	varies	
	per bookmobile	

How often complete cycle? weekly
How many stops per week? 64

BOOKS BY MAIL ☒ NO

OPEN EVENINGS ☐ NO

	DAYS	HOURS
CENTRAL LIBRARY	6 days	10 am - 9 pm
BRANCHES: NAME		
14 branches	6 days	varies according to locale

OPEN WEEKENDS ☐ NO

	DAY	HOURS
CENTRAL LIBRARY	Saturday	10 am--9 pm
BRANCHES:NAME	Sunday	1 pm--5 pm
All branches open	Saturday	10 am --8 pm

COPING SKILLS MATERIALS ☐ NO TYPES

PAMPHLETS ☐ NO ☒ YES ☐ SOME

HOW HOUSED?			
Adult Class in Library	☐ NO	☐ YES	☒ SOME
COMMUNITY REFERRAL			
CENTRAL LIBRARY	☐ NO	☒ YES	☐ SOME
BRANCHES: NAME			
	☐ NO	☐ YES	☐ SOME
All branches	☐ NO	☒ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME
TELEPHONE REFERENCE			
CENTRAL LIBRARY	☐ NO	☒ YES	☐ SOME
BRANCHES: NAME			
	☐ NO	☐ YES	☐ SOME
All branches	☐ NO	☒ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME
	☐ NO	☐ YES	☐ SOME

BRANCHES: NAME	DISADVANTAGED NEIGHBORHOOD?	
Central City	☐ NO	☒ YES
Spanish town	☐ NO	☒ YES
Lincoln Heights	☐ NO	☒ YES
OTHERS	☒ NO	☐ YES
	☐ NO	☐ YES

DEPOSIT COLLECTIONS IN DISADVANTAGED NEIGHBORHOODS — **NAME OF NEIGHBORHOOD** ____________________

____

____

____

____

SERVICE TO JAILS — **NAME** ____________________

____

____

SERVICE TO SANATORIA — **NAME** ____________________

____

____

NUMBER OF STAFF ON DUTY AT ONE TIME	**DAYS**	**NIGHTS**
CENTRAL LIBRARY		
BRANCHES: NAME		

INTERFILED ADULT AND JUVENILE NONFICTION ☒ NO ☐ YES

INTERLIBRARY LOAN ☐ NO **APPROXIMATE NO. PER MONTH** 200

TUTORIAL SERVICES ☒ NO ☐ YES

OTHER ____________________

____

____

Oceanview County Library

Library Statistics-

Population served		1,030,000
Books		950,000
Volumes per capita	.92	
Periodicals		1,500
Newspaper subscription		125
Records		23,000
Framed pictures		425
Registered Borrowers		152,300
Circulation		2,835,746
Reference Questions answered		601,200
Hours		65
Square feet floor space		63,200
Seating capacity		395
Central Library and Branches		14
Classroom collections		20
Bookmobiles		5
Bookmobile stops		64
Budgeted FTE positions		220
Positions filled by 5th year degree-		53
Director - Annual salary		$28,000
Beginning professional		10,200
Total Receipts		$ 4,003,860
County		2,922,818
State		140,154
Federal		60,039
Other		880,849
Total Expenditures		$ 4,003,860
Percent spent for-		
salaries	51.3	
materials	10.2	
equipment	5.0	
other	33.5	
Expenditures per capita		4.07

Preplanning Information

for

Expanding Services for Disadvantaged Adults

Riverbend County Library

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Sources of Information	Fill In Here
A. Population Statistics	How many people in your service area?	1970 U.S. Census Population Characteristics of Fla. School Districts, 1970, Research Report #100	14,625
	Percent and number		
	Urban		33.6 - 4914
	Rural		66.4 - 9711 (57.7Non-farm 8.7 farm)
	Age of Population	U.S. Census, Research Report, #100 (listed above)	
	No. of children 0-18		5,046
	No. of adults 18-64		8,278
	No. of adults 65 and over		1,302
B. Educational level of Population	Percent and number of adults over 25 who have	U.S. Census, or Area Supervisor of Adult Basic Education	
	less than 5 years of school		10.5 - 823
	not completed high school (0-8 grade only)	Florida Statistical Abstracts, 1973	21% - 3089
	Median school years completed	County & City Data Book, '72	10.3
C. Economic levels of Population	Percent of families with $3000 or less annual income	U.S. Census Welfare agencies Community Action Programs County & City Data Book, '72	20.4
	Median income		
	Family		$6905
	Individual		
	Per capita income		2,012
	Percent and number of adults over 16 that are unemployed		4.5% - 658

Area of Information	Information to Include	Source of Information	Fill In Here
	What are the chief employers in your area?	Employment Security Florida Almanac, 1972	NAME/KIND OF WORK Agriculture- mfg- timber products
D. National and racial	Give percent of racial and national groups which makes up population in your service area	U.S. Census City, County or Area Supervisor of Adult Basic Education NAACP State Agency for Indian Affairs	White 77%-11,193 Black 23%- 3,412 Non English-Speaking Indian 0%-8 Oriental Other 12
E. Geographic area you serve	Square miles		294
F. Annual Income of the Library	Total cash		$28,667
G. Library card holders	Number		2,288
	Percent with $10,000 annual income or more		
H. Educational offerings in community for disadvantaged adults	List of adult basic education and other education activities available in your area	City or County Supervisor of Adult Education Public & Private Schools Area Vocational Schools Bureau of Rehabilitation Services MDTA (Manpower Development Training Act)	KIND/SITE ABE-GED County Schools Bradford-Union Vocational School Santa Fe Junior College Continuing Education

Area of Information	Information to Include	Source of Information	Fill In Here
		WIN (Work Incentive) NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	
I. Other Community services available to disadvantaged adults	List of community services avail- to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Childcare Programs Job Placement Programs Housing authorities Voluntary Groups	SERVICE/AGENCY Mental Health Association Meals on Wheel Childcare Programs Social Securit Community Health Service Division of Family Services

CHECKLIST OF LIBRARY SERVICES
FOR DISADVANTAGED ADULTS

STATE Florida LIBRARY Riverbend County Library DATE 6-[illegible]

TOTAL VOLUMES 12,500

NONPRINT ☐ NO

TYPE
Recordings
Framed pictures

BOOKMOBILE ☒ NO

DAYS HOURS

How often complete cycle?
How many stops per week?

BOOKS BY MAIL ☒ NO

OPEN EVENINGS ☐ NO

	DAYS	HOURS
CENTRAL LIBRARY	Wednesday	[illegible]-9 [illegible]
BRANCHES: NAME		

OPEN WEEKENDS ☐ NO

	DAY	HOURS
CENTRAL LIBRARY	Saturday	9 am - 12 noon
BRANCHES:NAME		

COPING SKILLS MATERIALS ☒ NO TYPES

____
____
____
____
____
____

PAMPHLETS	☐ NO	☐ YES	☒ SOME
HOW HOUSED?			
Adult Class in Library	☒ NO	☐ YES	☐ SOME
COMMUNITY RFFERRAL			
CENTRAL LIBRARY	☐ NO	☐ YES	☒ SOME
BRANCHES: NAME			
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
TELEPHONE REFERENCE			
CENTRAL LIBRARY	☐ NO	☒ YES	☐ SOME
BRANCHES: NAME			
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME
______________	☐ NO	☐ YES	☐ SOME

BRANCHES: NAME	DISADVANTAGED NEIGHBORHOOD?	
______________	☐ NO	☐ YES
______________	☐ NO	☐ YES
______________	☐ NO	☐ YES
______________	☐ NO	☐ YES
______________	☐ NO	☐ YES

DEPOSIT COLLECTIONS IN DISADVANTAGED NEIGHBORHOODS	NAME OF NEIGHBORHOOD
SERVICE TO JAILS	NAME
SERVICE TO SANATORIA	NAME

NUMBER OF STAFF ON DUTY AT ONE TIME

	DAYS	NIGHTS
CENTRAL LIBRARY	3	2
BRANCHES: NAME		

INTERFILED ADULT AND JUVENILE NONFICTION ☒ NO ☐ YES

INTERLIBRARY LOAN ☐ NO APPROXIMATE NO. PER MONTH 10

TUTORIAL SERVICES ☒ NO ☐ YES

OTHER

Riverbend County Library

Library Information-		1973
Population served		14,625
Books		12,500
Volumes per capita	.85	
Periodicals		30
Newspaper subscriptions		6
Recordings		550
Registered borrowers		2,288
Circulation		26,102
Reference questions answered		1,200
Hours per week		40
Square feet-floor space		3,000
Seating capacity		34
Shelf capacity		12,500
Budgeted positions (FTE)		4
5th year degree in a position		0
Annual salary - Director		$ 4,730
Total Receipts		28,667
Municipal		4,350
County		18,000
State		5,416
other		901
Total Expenditure		28,667
percent for--		
salaries	38.5	
materials	39.7	
equipment	6.3	
other	15.5	
Expenditure per capita		1.96

APPENDIX 8

EVALUATION FORMS AND TABULATIONS OF PARTICIPANT RESPONSES

COMPILATION OF EVALUATION FORMS

The return of the evaluation form at the Conference was very disappointing. Of the 116 registered as in attendance, only 30 forms or 26% were returned. These were collected from people as they left the final luncheon. In retrospect, the program should have included a time, during the last session, to have participants complete and turn in the forms. Of the 30 people responding, the totals of their evaluations are listed on the sheet following.

For the Post-Conference Evaluation Form, the response was somewhat better but far from what we had hoped to obtain: 44 forms or 38% were returned. The information gathered from these returns is listed on a copy of the form also following.

From both evaluations, the conscensus seemed to be that the conference was a worthwhile learning experience. The word of mouth information gathered during the conference indicated even more strongly the feelings of many of the participants that the conference was of much value to them, and that we should be having more such joint meetings.

The real test of the effectiveness of the meeting, however, will be found in what joint efforts will be implemented on the local level when the participants return to their communities.

Blank evaluation forms are also included following the tabulations.

LDF/rr

POST-CONFERENCE EVALUATION FORM

ADULT BASIC EDUCATION AND PUBLIC LIBRARY SERVICES CONFERENCE
June 5-6, 1974, Miami Springs, Florida

Title of your position

County in which you work

Were you conducting Adult Basic Education programs before you attended the Conference? Yes 23 No 20. How many classes? 461 (total)

If you are a LIBRARIAN: (24)

Since the Conference, have you had any communications with the adult education person in your area? Yes 17 No 7.

Have you been involved in any cooperative planning for ABE programs in your area? Yes 13 No 11.

Are you planning to supplement 12 or initiate 4 any ABE programs for your area? Yes 20 No 4.

Has your library purchased any of the ABE materials you examined or heard discussed at the Conference? Yes 11 No 13. Do you plan to? Yes 12 No 0. Maybe 1; Hope to 1; No response 10.

Do you feel the Conference was worth your time? Yes 24 No 0. Why?

Awareness; interesting; excellent information received; imformative; learned a lot from exchange of ideas.

If you are an ADULT BASIC EDUCATOR: (20)

Since the Conference, have you had any contact with the librarian in your area? Yes 16 No 3. No response 1.

Have you involved the librarian in your planning for ABE programs in your area? Yes 10 No 8. No response 2.

Are your students using the public library more now than before the conference? Yes 7 No 5. If not, why not?

No response 8.

Getting organized; too early to provide good answer; no way of knowing.

Do you and the local librarian have any plans underway for cooperative programs? Yes 14 No 2 . If so, what kind?

Independent adult learning profit; Bookmobile service to our ABE classes, enlarging services to jail inmates; off campus adult education classes at local libraries.

FOR ALL PARTICIPANTS:

Please list any suggestions you might have to give to the Florida State Library and/or the Adult Education Section of the Department of Education to enable these agencies to further encourage cooperative planning and programming in your area:

Tapes; printed materials; listen-read-a-long activity; list of consumable books ranging from 1 - 9 grade level; schedule more conferences; more workshops, seminars; set up section in library for ABE level adults.

ADDITIONAL COMMENTS:

Doing fine job; enjoyed the conference (general impression).

Thank you for your time.

Evaluation Sheet
Adult Basic Education and Public Library Service

Miami, June 5-6, 1974

Title of your position: ____________________

Are you already conducting a program(s) in Adult Basic Education? Yes 19 No 10

Are these supplemental 10 initiating 3 programs?

This workshop was:

	Not Very			Somewhat			Very
	1	2	3	4	5	6	7
Useful		1		3	4	12	10
Informative				3	4	10	13
Open				6	5	8	10
Insightful	2			3	8	8	6
Trivial	19	2	2				
Waste of Time	28	1	1				

Was the workshop pitched at the correct level? Too academic 1 Adequate 29 Too Elementary ______

Was the workshop time allocated: Too short 6 Too long ______ Adequate 24

Please evaluate the components of the conference listed below:

	Very Useful	Useful	Informative	Adequate	Ineffectiv
General Sessions	8	16	9	4	0
Discussion Group	12	7	6	5	1
Community Planning Simulation	9	6	6	2	4

	Superior	Above Average	Average	Poor	Very Poor
Meeting rooms	5	14	10	1	0
Housing	3	13	7	0	0
Exhibits	3	6	16	3	0
Food Services	5	12	9	1	0

Are there any other concerns, feelings, issues or attitudes about Adult Basi Education Programing or about the workshop which you would like to share?

____

____

Evaluation Sheet
Adult Basic Education and Public Library Service

Miami, June 5-6, 1974

Title of your position: ____________________

Are you already conducting a program(s) in Adult Basic Education? Yes _____ No _____

Are these supplemental _____ initiating _____ programs?

This workshop was:

	Not Very			Somewhat			Very
	1	2	3	4	5	6	7
Useful							
Informative							
Open							
Insightful							
Trivial							
Waste of Time							

Was the workshop pitched at the correct level? Too academic _____ Adequate _____ Too Elementary _____

Was the workshop time allocated: Too short _____ Too long _____ Adequate _____

Please evaluate the components of the conference listed below:

	Very Useful	Useful	Informative	Adequate	Ineffectiv
General Sessions					
Discussion Group					
Community Planning Simulation					

	Superior	Above Average	Average	Poor	Very Poor
Meeting rooms					
Housing					
Exhibits					
Food Services					

Are there any other concerns, feelings, issues or attitudes about Adult Basi [illegible]cation Programing or about the workshop which you would like to share?

____

____

POST-CONFERENCE EVALUATION FORM

ADULT BASIC EDUCATION AND PUBLIC LIBRARY SERVICES CONFERENCE
June 5-6, 1974, Miami Springs, Florida

Title of your position ______________________________

County in which you work ______________________________

Were you conducting Adult Basic Education programs before you attended the Conference? Yes_____ No_____. How many classes? ______________

If you are a LIBRARIAN:

Since the Conference, have you had any communications with the adult education person in your area? Yes_____ No_____.

Have you been involved in any cooperative planning for ABE programs in your area? Yes_____ No_____.

Are you planning to supplement _____ or initiate _____ any ABE programs for your area? Yes_____ No_____.

Has your library purchased any of the ABE materials you examined or heard discussed at the Conference? Yes_____ No_____. Do you plan to? Yes_____ No_____.

Do you feel the Conference was worth your time? Yes_____ No_____. Why?

____

____

If you are an ADULT BASIC EDUCATOR:

Since the Conference, have you had any contact with the librarian in your area? Yes_____ No_____.

Have you involved the librarian in your planning for ABE programs in your area? Yes_____ No_____.

Are your students using the public library more now than before the conference? Yes_____ No_____. If not, why not?

____

____

____

____

Do you and the local librarian have any plans underway for cooperative programs? Yes_____ No_____. If so, what kind?

____

____

____

FOR ALL PARTICIPANTS:

Please list any suggestions you might have to give to the Florida State Library and/or the Adult Education Section of the Department of Education to enable these agencies to further encourage cooperative planning and programming in your area:

____

____

____

____

ADDITIONAL COMMENTS:

____

____

____

Thank you for your time.

APPENDIX 9

CONFERENCE REGISTRANTS

ABE-Library Service Conference

REGISTRANTS

Edward F. Adams
Supervisor Adult Education
4533 Koger Street
Orlando, Florida 32806
Orange County School System

Larry Ady, Supervisor ABE
410 Woods Avenue, Room 13
Orlando, Florida 32805
Orange County Public Schools

George F. Aker
Professor of Adult Education
Florida State University
Tallahassee, Florida 32306

David Alexander, Director
Tallahassee Literacy Council
Tallahassee, Florida

Emily H. Anthony, Director
Clarkesville, Georgia
Northeast Georgia Regional Library

Andree Bailey
Institution Consultant
Tallahassee, Florida
State Library of Florida

James A. Barge
Consultant Special Programs
3013 Lyndon Drive
Tallahassee, Florida
Department of Education

Cecil P. Beach
2608 Cline Street
Tallahassee, Florida
State Library of Florida

Paul Belardino, Principal
S. W. Adult Education Center
8855 S. W. 50 Terrace
Miami, Florida 33156

Keith Bennett, Principal
Miami Senior High Adult Education
Center
Dade County Public Schools

Allyson K. Berry Lutz
Tutor Trainer
Tallahassee Literacy Council
Tallahassee, Florida

Eloise S. Berry
Consultant, Adult Reading
Tallahassee, Florida

Mrs. J. Bingham
Outreach Librarian
222 East University Avenue
Gainesville, Florida
Santa Fe Regional Library

Pat S. Boevink
Adult Education Coordinator
146 Seneca Avenue
Panama City, Florida
Bay County School Board

Garey Braker
Sales Representative
P. O. Box 1946
Ocala, Florida 32670
Interstate School Suppliers

Harry Brinton
Director of Libraries
Jacksonville Public Library
122 North Ocean Street
Jacksonville, Florida

Mrs. Jeanne Brock, Consultant
Community Service Education
Adult Education
Florida Department of Education
Tallahassee, Florida 32304

Ezekiel W. Bryant
Florida Junior College
Director of Adult Basic Education
Jacksonville, Florida

Olivia Bryant
Florida Junior College
Jacksonville, Florida

Rose F. Byrd
1145 N. W. 49 Street
Model City Library

Errol V. Campbell, Librarian
Florida State Prison
P. O. Box 747
Starke, Florida
Florida Division of Corrections

Mrs. Paullean P. Capps
200 West Gregory Street
West Florida Regional Library
Pensacola, Florida
Senior Librarian

Jim Cash, Principal
1411 N. W. 50th Street
Miami, Florida
Dade County

Margaret Cermely
Young Adult Librarian
Miami-Dade Public Library
Miami, Florida

Gwen J. Chandler
Reference Librarian
11901 Beach Boulevard
Florida Junior College

Henry A. Childers
ABE-Adult Education
Stuart, Florida

Josie Childers, Director
Charlotte County Libraries
Port Charlotte, Florida 33952

Connie Clark
ABE Teacher
Miami, Florida
Dade County ABE

Kay Davis
Public Library Consultant
State Library of Florida
Tallahassee, Florida

Maria C. Hoed de Beche
Media Specialist
15 Antilla Avenue
Coral Gables, Florida
The English Center - Dade County

Frank de Varona
Assistant Principal
Miami Senior High Adult Center
Miami, Florida

Roberta Deason
Library Director
430 Dellannoy Avenue
Cocoa Public Library

Willye F. Dennis
Supervisor of LOOP
Jacksonville, Florida
Jacksonville Public Library

Dr. Charles Divita, Jr.
Professor of Adult Education
Florida International University
Miami, Florida 33143

Ann Hayes Drennan
Chief Investigator - Library ABE Project
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

H. Minnie Dunbar
Assistant Librarian
Florida International University
Miami, Florida 33144
Tamiami Trail

Carol Durrence
Young Adult Librarian
Central Florida Regional Library
Ocala, Florida 32670

Walt Falardeau
Education Supervisor
Lake Correctional Institute
P. O. Box 99
Clermont, Florida 32711

Ed Fenn
817 Arlington Road
Tallahassee, Florida

Dorothy Field
Adult Services Specialist
900 N. Ashley
Tampa, Florida
Tampa-Hillsborough Library

Lois D. Fleming
Public Library Consultant
State Library of Florida
Tallahassee, Florida

James H. Fling
Administrator Adult Education
Department of Education
Tallahassee, Florida

Melissa R. Forinash
Materials Librarian
Reader Development Program
236 N. 23rd Street
Philadelphia, PA 19103
Free Library of Philadelphia

Norm French
Off-Campus Coordinator
Southwest Adult Education Center
Miami, Florida 33165

Mrs. Patricia D. Fuller
Tutor Trainer
Tallahassee Literacy Council
Tallahassee, Florida 224-7367

Enrique Garcia
Dade County ABE
Miami, Florida

Idella Gaston
Media Specialist
Box 158
Trenton, Florida
Lancaster Youth Development Center

Don Granger
Adult Education Supervisor
339 E. Kentucky
Deland, Florida
Florida Department of Education

Phyllis A. Gray, Librarian II
54 Park Drive
Bal Harbour, Florida
Miami-Dade Public Library

Virginia Grigg, Chief
Bureau of Library Development
Tallahassee, Florida
State Library of Florida

Shirley Grubbs
Reference Librarian
Stuart, Florida
Martin County Public Library

Paul V. Gunning
Education Supervisor
Union Correctional Institution
Florida Division of Corrections

Ann Gwin,
Project Director, ABE-Library Cent
Birmingham Public Library
2115 7th Avenue N.
Birmingham, Alabama

F. Patricia Hall, Coordinator
Adult Migrant Education
Tallahassee, Florida
Department of Education

Marlene Havens
Circulation Librarian
Clearwater, Florida
Clearwater Public Library

Gerald L. Head
Director of Education
Jacksonville, Florida
St. Luke's Hospital & Florida
Junior College

W. Edward Henderson, Coordinator
Jacksonville, Florida
Florida Junior College of Jackson-
ville

LeRoy Hennings, Jr., Director
701 East Ocean Boulevard
Stuart, Florida
Martin County Public Library

C. F. Holmes
Director of Adult Education
Orange Park, Florida
Clay County School Board

Glenda Houck, Librarian
10 North Rosalind
Orlando, Florida
Orlando Public Library

Manatee County Library System
210 N. 17th Street West
Bradenton, Florida
(Marianne Hough)

Bobby Houser, Principal
Lakeland Adult School
726 Hollingsworth Road
Lakeland, Florida 33801

Lorraine Hughes, Librarian
English Center
Miami, Florida

E. Gary James
ABE Counselor
English Center - Dade County
Miami, Florida

Ned Johnson
Specialist
Broward County

Robert L. Johnson
Classroom Teacher
FCI
P. O. Box 147
Lowell, Florida

Willie S. Johnson
Teacher - Adult Education
650 N. W. 38 Avenue
Fort Lauderdale, Florida 33311

Helen M. Jones
Media Specialist
Bushnell, Florida
Sumter School District

Marvin H. Jones, Consultant
State Department of Education
Tallahassee, Florida

Roland Jones
ABE-Public Library Director
Floyd County Board of Education
Prestonsburg, Kentucky

Ty Jordan, Librarian
Union Correctional Institution
Raiford, Florida

Ronald A. Kanen, Bureau Chief
State Library of Florida
Supreme Court Building
Tallahassee, Florida

David Kantor, Director
Volusia County Public Libraries
Daytona Beach, Florida

John Keene, Librarian
Florida Division of Corrections

Bob Kirce
Job Development Counselor
4748 Benera Road
Sara, Florida
Sara County Technical School

C. W. "Chuck" Lamb
Consultant, Department of Educatio
216 S. Duval Street
Tallahassee, Florida 32304

Bettye Jo Lainson
Reading Instructor - ACI
Sneads, Florida

Willie M. Latson, Principal
Fort Lauderdale, Florida
Broward County Schools

George A. LeQuier, Librarian
DeSoto Correctional Institution
Arcadia, Florida

Phyllis J. McVicar
Project Coordinator
Cabell County Public Library
900 5th Avenue
Huntington, West Virginia

Jim McIntyre, District Manager
Dunnellon, Florida
Demco Education Corporation

Eleanor McLaughlin
Branch Supervisor
Miami, Florida
Miami-Dade Public Library System

Eunice McMillian, Director
ABE-Library Project
Lynhaven Career Center
3560 Lynhaven Drive
Columbia, South Carolina

Thomas W. Mann
Florida Atlantic University
College of Education
Boca Raton, Florida

Kathleen Mayo, Librarian
Chattahoochee, Florida
Florida Stae Hospital

Mathew Meadows
ABE-Curriculum Specialist
1350 S. W. 2nd Court
Broward County

Glenn Miller, Director
Orlando Public Library
Orlando, Florida

Walter E. Miller
Education Supervisor
Florida Correctional Institution
Lowell, Florida

John F. Mitchell
Education Supervisor
Florida State Prison

Marilyn Mitchell
ABE Coordinator
1918 Loch Berry Road, W. W.
Seminole Junior College

Marianna Moody
IMT Coordinator
Fort Pierce, Florida 33450
Indian River Community College

Samuel F. Morrison
Assistant Librarian
Broward County Library
Fort Lauderdale, Florida 33301

Chang Murray, Director
Broward County Adult Education
1350 S. W. 2nd Court
Fort Lauderdale, Florida 33313

Tom Murray
Dade County ABE
Miami, Florida

John A. Myers
Classroom Teacher
Route 1 Box 53
Raiford, Florida
Union Correctional Institution

Claude Neyman
Coordinator ABE
Box 841
Sarasota, Flroida

Eileen F. O'Connor
County Librarian
Clay County Public Library

Virginia B. Odeneal
Media Specialist
West Palm Beach, Florida
Adult Education Center Community

Lucy Pace, Outreach Librarian
Fort Lauderdale, Florida
Von D. Mizell Library

Charles E. Palmour, Supervisor
Adult Education Area II
Gainesville, Florida
Department of Education

A. Lynette Parsons
Adult Services Librarian
Charlotte County Library System
Port Charlotte, Florida

Jane Patton, Director
1613 Dewitt Street
Panama City, Florida 32401
Northwest Regional Library

Lois Pierce
Cocoa Public Library
Adult Services
430 Dellannoy Avenue

Barbara Porcher
Guidance Counselor ABE
West Palm Beach, Florida

Stephen Prine
Assistant Librarian
Daytona Beach, Florida
Talking Book Library

Asuncion Puri
Guidance
The English Center
235 NW Third Avenue
Miami, Florida

Mildred Redding, Teacher
5061 Grann Lloyd Drive
Jacksonville, Florida

Lomie Richardson
Jacksonville, Florida

James L. Richo
ABE
Avon Park Correctional Institution

Carol Romanelli
Evening Librarian
Dade County Public School
2450 Southwest First Street
Miami, Florida
Miami Senior High Adult Education Center

Lynda Roser, Center Coordinator
Part of Staff, Tallahassee Literacy Council
Tallahassee, Florida

Delyle P. Runge, Director
St. Petersburg, Florida
St. Petersburg Public Library

Sandy Sanderson, Supervisor
Adult Education, D. O. E.
630 Curtiswood Drive
Key Biscayne, Florida

M. K. Sawyer
E. Supervisor CCCI
Box 1500
Cross City, Florida

Lorraine D. Schaeffer
Projects Coordinator
State Library of Florida
Tallahassee, Florida

Mel Selasky
Instructor and Administrator
7663 Herlong Road
Jacksonville, Florida 32210

J. B. Sexton, Education Supervisor
Apalachee Correctional Institution
Chattahoochee, Florida

Harriet Shouldice
Teacher, English Center

Marianne Sidaway
Adult Services Librarian
Fort Pierce, Florida
St. Lucie-Okeechobee Regional

Bill Simpson, Adult Education
St. Augustine Technical Center
St. Augustine, Florida

Arthur Sims, ABE Instructor
Florida Junior College
Jacksonville, Florida

Edward Sintz, Director
5730 S. W. 56 Terrace
Miami-Dade Public Library
Miami, Florida

Mrs. Bernadette Storck
Community Relations Librarian
900 N. Ashley Street
Tampa, Florida
Tampa-Hillsborough Public Library

Fayetta Storm, Director
3355 Fowler Street
Lee County Library
Fort Myers, Florida 33901

Eddie L. Taylor, ABE Coordinator
704 Avocado Avenue
Cocoa, Florida
Brevard County Adult Education Dept.

Bob Thomas
Florida Division of Corrections
Tallahassee, Florida

Frank Thomas, Education Supervisor
Box 667
Bushnell, Florida
Sumter Correctional Institution

Eloise E. Trent, Supervisor ABE
2309 Mitchell Street
Tampa, Florida 33602
Hillsborough County School System
Adult Education Center

Ralph H. Walden, Librarian
P. O. Box 1100 APCI
Avon Park, Florida

Katie M. Walters, Librarian
ACI
Sneads, Florida 32460

J. J. Warren, Supervisor of Education
Reception and Medical Center
Lake Butler, Florida

E. Paul Westberry
Education Supervisor
Glades Correctional Institution
Belle Glade, Florida

Don Williams, Principal
235 N. W. 3rd Avenue
Miami, Florida
Dade County ABE

Katie Williams
Jacksonville, Florida

Tyrone Williams, ABE Teacher
Jacksonville, Florida
Florida Junior College

Harvey Wilson, Coordinator
210 Bragg Drive
Tallahassee, Florida 32304
Leon County School Board

Lula Worthen, Librarian
Route 2, Box 250
Okeechobee, Florida
Florida School for Boys

James C. Wright, Classroom Teacher
P. O. Box 1046
Cross City, Florida
Cross City Correctional Institutio

Juanita C. Wynn, Teacher
2516 Woodland Street
Florida Junior College
Jacksonville, Florida

1 more
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